

**FACTORS ASSOCIATED WITH MASS FAILURE IN HISTORY IN SECONDARY
SCHOOLS IN AKOKO-EDO LOCAL GOVERNMENT AREA**

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CERTIFICATION

This is to certify that this project was carried out by Faith Imiefor AJAYI with Matriculation Number EDU2001556 in the Department of Educational Foundations, Faculty of Education, University of Benin, Benin City. It is adequate in scope and quality for the partial fulfillment for the award of the Degree of Bachelor of Arts (Ed) in History Education

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DEDICATION

This research work is dedicated to God Almighty for His protection over my
life

CHAPTER ONE

INTRODUCTION

Background to the Study

There are different subjects taught at secondary school level in Nigeria that are deemed essential in contributing to personal, societal and national development, international cooperation, integration and academic achievement. These subjects' ranges from pre-vocational, sciences, technical, humanities and art subjects which are recognized as genuine fields of academic scholarship.

History as a subject fall within the general art and has for a long time enjoyed a place in Nigeria's school curriculum especially in senior secondary level It can be likened to a nation living without memories or brain hence the need for teaching and learning of History to be taken seriously as it has the capacity to destroy the country's younger generation and future workforce (Animba, 2021). The study of history is very important to any society. It helps a people to know more about itself by promoting the people's understanding of their past, in terms of both internal and external relationship. Commenting on the importance of history, Omolewa (2015)

asserts that “history is a vast umbrella subject. It encompasses all disciplines, not just political and cultural history. It therefore includes literature, religion, the social and natural sciences, the arts, technology, and mathematics. To be ignorant of the political and cultural history of a people is also to be ignorant of the contributions of that people to all areas of intellectual activity”. The goal of History teaching in schools is to help young people develop an integrated spiritual world, via assimilation of the ethno-cultural, national and universal values that have been developed in the course of historical development, and by giving them experience in defining themselves in relation to these values.

Ralabi (2020) stated that history is to people what memory is to the individual. People with no knowledge of their past are a victim of collective amnesia, groping blindly into the future without guidepost of precedence to shape their course. This connotes that people without knowledge of the past are likely to suffer from historic myopia as their future will remain uncertain. It does not just stop at the narrative events of the past but work in the interpretation and development of human beings by linking past events and their reflections on the present and future. According to Obeidat (2021),

History is an organized record that talks about realities of the past and links between them in order to prepare the individual to the life of the future. So accordingly we can state that history is not just stories of the past but it moves beyond that as it links the past and the future. One important factor about studying history is that it is the study of change over time, and it covers all aspects of human society. Political, social, economic, scientific, technological, medical, cultural, religious, military and intellectual developments are all part of history. It involves an inquiry on past events, how it happened and when it happened, it seeks to understand the inevitable changes in human affairs of the past and how these changes affect, influence or determine the patterns of life in the society. Professor Geoffrey Barraclough defines history as “the attempt to discover, on the basis of fragmentary evidence, the significant things about the past”.

History is a discipline that studies the chronological record of events, usually attempting, on the basis of a critical examination of source materials, to explain events. The study of history is very important to any society. It helps a people to know more about itself by promoting the people’s understanding of their past, in terms of both internal and external

relationship. As a study of the past, History draws on significant events of the past to inform the present and to safeguard the future, in effect, History does not study the past in isolation from the present, but relates intricately, the successes, achievements and failures of antecedent generations to the contemporary case and sets the stage for a better living in the morrow. It is a force which propels human into asking questions arising from the past which when left unanswered has the tendency of destroying the future (Animba, 2019).

As a study of the past, History is a force which propels human into asking questions arising from the past which when left unanswered has the tendency of destroying the future (Animba, 2019). History draws on significant events of the past to inform the present while safeguarding the future. Similarly, History does not only study the past in isolation from the present but relates intricately with the success, achievements and failures of antecedents generations to the contemporary case and sets the stage for a better living in the morrow (Boade, 2016). In the same light, History is also a systemic account of the past events in relation to the present in order to be able to predict the future for the purpose of shaping it for better. The

importance of history to an individual and the entire society cannot be over emphasized. This is because history is a conveyor of a society's morals and values. And without a sound understanding of the past, we would find it difficult to fathom how the present challenges evolved and how we might be able to devise solution to them. One of the goal of teaching History in secondary schools is to help students develop integrated spiritual world through assimilation of the ethno-cultural, national and universal values that has been developed in the course of historical development and giving them experiences in defining themselves in relation to those values. Similarly, teaching History in secondary schools helps students not to get lost in the journey of life by helping them become well informed due to its political, value, moral and religious connotations hence understanding the legacy of the past in the present and according it the respect it deserves (Animba, 2019).

Nevertheless, in spite of the premium placed on History as a subject, it has been observed that the teaching and learning of History in secondary schools has undergone tremendous changes in terms of modernization, methodologies which can be understood only in the context of the subject.

These changes have influenced the structure of History education, the principles for selecting subject matter and the instructional materials used to teach the subject as well as the performance of students in history. Over the years, researchers (Ajayi, 2015; Akhetuamhe, 2019) among others have continued to investigate factors responsible for dwindling performance of students in History in secondary schools. Anwuka (2018) asserted that one of the factors that influence students performance is shortage of trained history teachers. Anwuka further asserted that in most cases the teaching of history in some secondary schools is sometimes given to those not trained in the act of teaching. These teachers who lack the skills and pedagogical trainings and techniques seem to bastardize and make a mess of the subject and by so doing students who are the of the knowledge could become deficient in their performance

Adequate instructional facilities and teachers are core to the success of any educational system. The distribution of such educational resources to reflect institutional needs is an important factor that determines the achievement of educational goals. However, Okoroma and Enyoghasim (2019) asserted that although the effective utilization of educational

resources is anchored on their effective distribution, but the case is not the same in some parts of Nigeria. They stated that there wide gap between the distribution of teachers, school amenities and teaching aids among secondary school in urban and rural areas and this to a large extent could influence students outcome in examination or tests.

In addition, Ajayi (2018) stated that one problem hindering students academic performance is the choice of method of teaching adopted by the teacher. According to him, if history lessons are dull and not interesting, it is most likely that the method of teaching it, is responsible. Ajayi further observed that some history teachers do not vary the methods used in teaching as most History teachers are found to rely on the conventional lecture method. The repercussion according is that students will lose interest and develop cold feet and therefore effective teaching and learning of history cannot take place thereby resulting in poor academic performance of students.

Alimi, Ehinola, & Alabi, (2022) discovered that poor provision of instructional facilities in public schools accounts for the poor academic standard.

In addition, one observable problem which may have led to the mass failure of students in History is the choice of method of teaching adopted by the teacher. According to him, if history lessons are dull and not interesting, it is most likely that the method of teaching it, is responsible. The researcher notices that most history teachers do not vary the methods used in teaching as most History teachers are found teaching History most times in secondary schools is the lecture method.

Statement of the Problem

The importance of history to an individual and the entire society cannot be over emphasized. This is because history is a conveyor of a society's morals and values. And without a sound understanding of the past, we would find it difficult to fathom how the present challenges evolved and how we might be able to devise solution to them. However, with the value of History notwithstanding, History as a subject seem to be one of the subjects in secondary schools where student perform below expectation. For instance, West Africa Secondary School Examination Amimba (2021) stated that students performance in History have declined in external examinations. Accordingly, the West African Examination Council (WAEC, 2019), stated

that students performance between 2015 – 2019 have continued to decline. This becomes so worrisome to educational stakeholders, hence, this study is therefore intended to investigate factors influencing poor academic performance of history in senior secondary schools in Ikenne Local Government Area of Ogun State.

Research Questions

The following questions were raised to guide the study:

1. to what extent does instructional facilities influence students performance in History in secondary schools?
2. to what extent does availability of qualified History teachers influence students performance in History in secondary schools?
3. to what extent does teaching methods used in teaching influence the teaching of History in secondary schools

Purpose of the Study

This thrust of this study is to examine factors influencing poor academic performance of history in senior secondary schools in Ikenne Local Government Area of Ogun State. Specifically, the study seeks to examine:

1. the influence of instructional facilities on the teaching of History in secondary schools
2. the influence of qualified History teachers on the teaching of History in secondary schools
3. the influence of teaching methods on the teaching of History in secondary schools

Significance of the Study

The study is significance in a number of ways which includes the following: The result of the study would provide detail information to the government, teachers, school administrators, curriculum planners and other researchers on the factors inhibiting effective teaching of History in Secondary Schools with particular reference to Oredo Local Government Area of Edo State. State.

The findings from this study will assist in informing the stakeholders in History education and the government to know the problems facing teaching and learning history in secondary schools. Also, the findings from this study would encourage the teacher to use best teaching method when teaching History and this would increase interest and academic performance of

students in History classes. Thus, students will have opportunity of being exposed to different teaching method which is exciting, learner-centered and rewarding. This will not only arouse their interest but also enhance their academic achievement.

The findings from this study will inform curriculum planners on the need why history should be included in primary school curriculum up to senior secondary schools and therefore proffer lasting solution to the problems facing learning of History in secondary schools. Also, it is hoped that the curriculum planners will find this study as an aid in the planning of History curriculum so as to emphasize the use of the various method of instruction by teachers to achieve maximum achievement from the pupils. Besides, the Nigerian society in general will benefit from this study. This is because Nigerian society has a lot of societal problems. It is expected that this study will be of great help in solving the societal problems by exposing students to the right type of values that are needed to foster the progress of the country.

Finally, it is expected that this study will also serve as available data for future researchers on their search for better techniques in the teaching and learning process.

Scope and Delimitation of the Study

The scope of this study is to examine factors influencing poor academic performance of history in senior secondary schools in Ikenne Local Government Area of Ogun State.. This study was carried out using public junior secondary schools in Ikenne Local Government Area of Ogun State.

Definition of Terms

The following terms were defined as used in the study:

History: It connotes the entire human past as it actually happened, it connotes man's attempt to describe and interpret the significant things about past and lastly, it connotes an academic discipline

Instructional Facilities: These are print and non-print items that are rested to impact information to students in the educational process

Teaching Method: Refers to the principles and techniques used during instruction

CHAPTER TWO

REVIEW OF RELATED LITERATURE

In this chapter, the review of related literature were discussed under the following sub- headings:

- History Education
- Academic Performance
- Factors Influencing students Academic Performance
- Influence of Instructional Facilities on the Teaching of History in Junior Secondary Schools
- Influence of Qualified History Teachers on the Teaching of History in Junior Secondary Schools
- Influence of Teaching Methods on the Teaching of History in Junior Secondary Schools
- Summary of Literature Reviewed

History Education

The concept of history has been explored and interpreted by various writers throughout history. Different authors have presented their diverse perspective on what history is and how it should be studied and understood. Herodotus who is popularly referred to as the father of history, although he did not provide a definition on history sought to provide a comprehensive narrative of the past and the cause and consequences of historical event. His

work set the foundation of the study of history as a discipline and remains an essential source for understanding ancient past and the development of historical inquiry.

The term “History” means different things to different philosophers of History and Historians. History can be viewed from three perspectives – it connotes the entire human past as it actually happened, it connotes man’s attempt to describe and interpret the significant things about past and lastly, it connotes an academic discipline. Animba (2018) posited that History is to people what memory is to individual which is why people who lack knowledge of their past or are ignorant of their past becomes victims of past mistakes. This is because with collective amnesia, they gallop blindly into the future without any knowledge or guidepost of precedence to shape their course. Alabi (2020) avers that History is a mountain top of knowledge from where the doings of our generation may be preserved and analyzed into proper dimension. He further stressed that History enables a person to see himself as part of the living process of human growth which has emerged out of the past and project itself beyond our life time. Jekayinfa (2010), further posited that History is the account of the past events investigated, analyzed

and interpreted in order to discover generalization that are helpful in understanding the present and to a limited extent in anticipating the future. History focuses on providing rational, comprehensive and analytical accounts of events.

History as a subject fall within the general art and has for a long time enjoyed a place in Nigeria's school curriculum especially in senior secondary level until it was banned by Nigeria's government in 2010 and re-introduced eventually in 2017 whilst being introduced to primary and junior secondary levels. Education at junior secondary school level is the bedrock and foundation for higher knowledge in senior secondary level and tertiary institutions. It is an investment as well as instruments for achieving technological, scientific, cultural, social and political developments. This is why the Federal Ministry of Education (FME, 2007) stipulated national policies for secondary school as an agent of national development that fosters individual development for further societal worth and development with equal opportunities for all. However, no nation can function academically, politically, culturally, socially and economically when her students lack knowledge about her past. It can be likened to a nation living without

memories or brain hence the need for teaching and learning of History to be taken seriously as it has the capacity to destroy the country's younger generation and future workforce.

The teaching of History in Nigeria could be traced informally to the pre-colonial days when parents and elderly ones recounted the past in their communities to the younger generation through folklores, oral tradition, cultural and social festivals among others. These were major ways of conveying invaluable lessons and values that were highly cherished in traditional societies. The teaching of History took a formal turn in the colonial period when it was taught by the British in the schools established by the missionaries and British colonial officials. Right after the independence of Nigeria, History was amongst the four subjects taught and examined in junior secondary schools and elective in senior secondary level for Arts students who write the school certificate and General certificate of Education. With the introduction of 1976 education reform of training and equipping teaching and learning, History was incorporated into social studies at the junior secondary school level while it was offered as an elective for Art students in senior secondary level (Cobboid & Oppong, 2016).

Some aspect of History was also assimilated into civic education which was taught from primary school level to junior secondary. As a study of the past, History is a force which propels human into asking questions arising from the past which when left unanswered has the tendency of destroying the future (Animba, 2019). History draws on significant events of the past to inform the present while safeguarding the future. Similarly, History does not only study the past in isolation from the present but relates intricately with the success, achievements and failures of antecedent's generations to the contemporary case and sets the stage for a better living in the morrow (Boade, 2016). In the same light, History is also a systemic account of the past events in relation to the present in order to be able to predict the future for the purpose of shaping it for better .

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antecedents generations to the contemporary case and sets the stage for a better living in the morrow (Boade, 2016). In the same light, History is also a systemic account of the past events in relation to the present in order to be able to predict the future for the purpose of shaping it for better (Alabi, 2020). History education is filled with the riches of all stories, saddest and best stories of the world and the most shocking stories. It includes story of all people, in all places at all times which helps to shape one's future. Moreover. As an important subject it provides identification skills and models for good and responsible behaviors as well as learning from the past. This is because the more students learn about the past, the better prepared they are for the future hence remembering the past helps them realize that they are responsible for building a legacy for future generations, considering the greed that caused the War of the Roses. The family misunderstanding that caused the First World War, the quest for power that caused the Second World War and the nepotism, corruption and disunity that caused Nigerian-Biafra civil war; who would want to repeat them (Animba, 2018)

The study of history education in Nigeria is a multidimensional field of research that examines various aspects of how history is taught, learned and

understood within the country's educational system. It encompasses both theoretical and empirical studies aimed at understanding the impact of history education on students, educators and society at large. The study of history education in Nigeria has really evolved over the years. Researchers have examined its curriculum, pedagogical approaches and its integration into the broader educational framework (Olatunji, 2016; Ukele, 2018). They discuss how historical content are presented and its impact on students' understanding of their country's past. History education in Nigeria refers to the formal and informal processes of teaching and learning history within the country's educational institution. It involves the transmission of historical knowledge, cultural heritage and national identity to students with the aim of fostering historical consciousness and as a sense of citizenship and belonging. It offers students a comprehensive understanding of the nation's historical experiences and their place in the broader world. History education can be referred to as the learning and teaching process through which historical knowledge are being impacted into student and also the usefulness of this knowledge to both personal and social development.

Audu (2014) noted that the goal of teaching History in secondary schools is to help students develop integrated spiritual world through assimilation of the ethno-cultural, national and universal values that has been developed in the course of historical development and giving them experiences in defining themselves in relation to those values. Similarly, teaching History in secondary schools helps students not to get lost in the journey of life by helping them become well informed due to its political, value, moral and religious connotations hence understanding the legacy of the past in the present and according it the respect it deserves (Animba, 2019).

Concept of Academic Performance

Performance involves level of competency, proficiency, knowledge and skills acquire. It is accomplishing whatever goals one sets for oneself which is done what one wants to do within the limits of the law, overcoming obstacles and attaining a high standard (Kilonz, 2017). Academic performance or academic achievement refers to the learning outcomes of the child. This includes the knowledge, skills and ideas, acquired and obtained through their course of study within and outside the classroom situation. It is the outcome of determination and hard work, of student in academic pursuit.

Pandney, (2008) defined academic achievement as the performance of the pupils in the subjects they study in the school. This determines the pupils' status in the class. This gives children an opportunity to develop their talents, improve their grades and prepare for future academic challenges.

Academic performance refers to a person's performance in a given academic area (e.g. reading or language arts, mathematics, science and other areas of human learning). Academic performance relates to academic subjects a child studies in school and the skills the child is expected to master in each (Kathryn, 2010). It includes excellence in sporting behaviour, it includes excellence in sporting behaviour, confidence, communication skills, and others. However, Steinberg (2005) posit that academic performance encompasses students' ability and performance; it is multidimensional; it is intricately related to human growth and cognitive, emotional and social physical development; it reflects the whole child; it is not related to a single instance, but occurs across time and levels, through a student's life in public school and into post-secondary years and working life. Academic performance refers to how well a student is accomplishing his tasks and studies. Aremu and Adios in Ebohon (2016) posited that academic success is

the fundamental premium upon which all teaching learning activities are measured, using the same criteria for excellence. Academic failure is not only frustrating to the student and the parent, its effects are equally grave in the society in terms of dearth, of manpower in all sphere of the economy and polity. In view of its importance, especially as relevant to future national development, academic performance has commanded the attention of concerned expert teacher, educational psychologist, and sociologist, guidance.

Academic performance of students especially at the secondary school level is not only a pointer to the effectiveness or otherwise of schools but a major determinant of the future of youths in particular and the nation in general. Academic achievement of learners has attracted attention of scholars, parents, policy makers and planners. Adeyemo (2011) opined that the major goal of the school is to work towards attainment of academic excellence by students. According to him, the school may have other peripheral objectives but emphasis is always placed on the achievement of sound scholarship. Every learner is expected to record high academic achievement at the end of his or her course of study. Academic performance in school is evaluated in a

number of ways; for regular grading student students demonstrate their knowledge by taking written and oral tests, performing presentations, submission of homework and participating in class activities and discussion. Teachers evaluate in the form of assignment, test and examination to describe how well a student has done. Poor academic achievement is a performance that is adjudged by the examiner and some significant others as falling below an expected standard.

According to the Cambridge University Reporter (2013), academic achievement is frequently defined in terms of examination performance. It is an indication of what the students have learned or what skills the students have mastered. This is usually measured through assessments like standardized tests, performance assessments and portfolio assessments. The most well-known indicator of measuring academic performance is grades which reflect the student's "score" for their subjects and overall tenure. Success is measured by academic performance in most educational institutions. In this case, how well a student meets standards set out by an institution itself or an external examination body either set up by the government or an independent outfit signifies success or good performance.

Academic achievement of learners has attracted attention of scholars, parents, policy makers and planners. Adeyemi & Adeyemi (2014) opined that the major goal of the school is to work towards attainment of academic excellence by students. According to him, the school may have other peripheral objectives but emphasis is always placed on the achievement of sound scholarship. Every learner is expected to record high academic achievement at the end of his or her course of study. Academic performance in school is evaluated in a number of ways; for regular grading student students demonstrate their knowledge by taking written and oral tests, performing presentations, submission of homework and participating in class activities and discussion. Teachers evaluate in the form of assignment, test and examination to describe how well a student has done. Poor academic achievement is a performance that is adjudged by the examiner and some significant others as falling below an expected standard. According to Kalikwu (2019), academic performance in school is evaluated in a number of ways. For regular grading student students demonstrate their knowledge by taking written and oral tests, performing presentations, submission of homework and participating in class activities and discussion. Teachers

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Ndebele (2015) stated that that all is not well with the system as a result of the poor performance of students recorded in public examinations in the recent years. Ndebele opined that considering government huge investment in public education, its output in terms of quality of student has been observed to be unequal with government expenditure. Consequently, upon the observed deterioration in the academic achievement of secondary school students in public secondary school one wonders if the high failure rate and the poor quality of students is not a reflection of the teacher's quality in the schools. It is probably for this reason that Ibukun (2019) asserted that no education system can rise above the quality of its teachers. In other words, the effectiveness of teachers in classrooms interaction with the student could be responsible for the observed poor performance of students and the widely acclaimed falling standard of education in Nigeria. Baodele and Kasah (2022) noted that poor external results across Nigerian students, especially

those in senior secondary schools, have become an issue of frustration for prior governments and key players in the school system. Over the decades, the majority of the learners who sat for the May/June West African Examinations Council (WAEC) and November/December National Examinations Council (NECO) examinations have failed in large numbers, not only in terms of overall performance, but also in core subjects like English, Mathematics, Sciences (Biology, Physics, Chemistry), Geography, Vocational and Technical Studies, and History, where a high rate of failure has been a recurring feature of the examinations. The data provided by the National Examination Council (NECO) and the West African Examination Council (WAEC) are typical (WAEC).

Factors Influencing Students Academic Performance of Students in History as a Subject

Despite its overwhelming importance of History education, Animba (2021) argued that History is gradually losing its grip in Nigeria's education system posing a serious question "What is the fate of History in Nigeria. Students also believe that History is just about dead people because it only exposed topics about individuals that existed in the past. Hence, this huge misconception has been able to affect the mindset of students hence making them believe that History is just memorization of people, places and dates, a lecture and text reading that will not add any significant value to their life (Animba, 2018). Since the assumed realization of importance of History and subsequent re-introduction by the same government that banned the subject as a teaching subject, government has only paid lip service to the policies it has initiated so far since the return and giving it its rightful place accordingly (Ajayi, 2015). This is because a lot of school who understand the lack of seriousness by the government especially from the past, are yet to re-introduce the teaching and learning of History especially in Junior secondary schools

Influence of Instructional Facilities on the Teaching of History in Junior Secondary Schools

The successful implementation of any academic programme greatly depends on the availability and utilization of resources; therefore, their presence is good predictors of a well facilitated and effective programme. In this regard, Oni (2017), disclosed that teaching is usually facilitated, and it is more effective when there is active participation of the learners and utilization of appropriate teaching materials. The active participation of the learner is facilitated by the availability and effective utilization of instructional materials. Instructional materials help both the teacher and the learner to overcome physical limitation during the presentation of subject matter. For example the use of films, television, slide, tape and programs in presenting information help greatly in overcoming physical difficulties. Nwoji (2012) asserted that instructional materials assist a teacher to transmit to a learner the facts, skills, attitude and knowledge that aid the understanding and appreciation of concepts. Instructional material serves as diagnostic and remedial tools for the teacher. When instruction becomes individualized and practical, teachers are placed in a better position to observe, analyze learning

process and learning outcome. Hence he discovers that every learner needs one kind of assistance or another. The teachers' role will shift from presentation role to that of diagnostics, testing, research and remedial work.

The challenges of teaching and learning History cannot be disassociated from how the subject is taught in junior secondary school level. For example, Boadu, Awuah, Ababio & Eduaquah (2014), observed that for some time History teachers have adopted the classical method of teaching with little or no innovation. This the teachers do without taking cognizance of the fact that age of a student determines the teaching methodology to be used. Since interest in a subject is gained primarily through the way the subject is taught/ presented to learners; issues and challenges surrounding the teaching and teaching of History might plausibly explain the current fate of History in junior secondary school's level.

Since History is a living subject that deals with drama of human being, the state of the world which is ever growing; History should be presented arguable in a vivid manner in classroom with so much activity and life. It should be noted that teaching and learning of History in junior secondary schools in Enugu state is undergoing tremendous changes in terms of

modernization, methodologies which can only be understood in the context of the subject especially with the recent re-introduction as education subject. This according to Ajayi (2015), is a clear process of becoming more varied and interesting with a possibility for greater personal input as a stand- alone subject.

Teaching and learning of History in junior secondary schools are faced majorly with the problem of lack of instructional materials like textbooks, graph, charts, video and audio aids among others (Animba, 2020). After the change in curriculum by NERDC and the re-introduction of History in Nigeria, teachers in schools especially in junior secondary are yet to access instructional facilities for their lessons. This is because a lot of historians and researchers are yet to work on textbooks and other instructional resources which will help in effective teaching of History in secondary schools. A lot of researchers and historians are skeptical and scared on government policies as no sensible government bans the teaching and learning a sensitive and important subject like History that fosters posterity and national legacy only to be re-introduced again. Hence many Historians still live in fear that the government is not serious about the subject therefore do not waste their time

on researching on historical textbooks and other resourceful materials for the effective teaching and learning of the subject. This has really affected how History teachers teach their lessons especially without instructional materials to back them up. Without books, one is really blind (Animba, 2019) hence the rote memorization and abstractedness of the subject. Furthermore, cases where the resources are found, they are so expensive for both teachers and students as government do not subsidize them for school use.

Bassey (2019) examined the availability and utilization of instructional materials for effective teaching of History in Public Junior secondary schools in Port Harcourt Metropolis, Rivers State. The study revealed that visual instructional materials were not available for effective teaching in Public Junior Secondary School in Port Harcourt Metropolis. Also, the study further revealed that visual instructional materials are not utilized for effective teaching in Public Junior Secondary School in Port Harcourt Metropolis

Akhetuamhe (2019) investigated the availability and utilization of teaching resources in junior public secondary school in Edo state in South-South Nigeria. The finding of the study reported only 11 professional trained History teachers while materials, or facilities used by the teachers are out

dated. The result of the study also revealed that the only available and frequently used instructional materials were text books and chalk board due to teacher's inefficiency in improvisation. The study equally revealed that very few teachers of History have knowledge of audiovisual, overhead transparencies, computer and internet. This study shows that instructional materials are not available in schools.

Abdu-Raheem (2018) conducted an empirical study on the effect of discussion method on secondary school student's achievement and retention in History. The objective of the study was to determine if significant differences exist between the achievement mean score of students in the experimental and control groups, and also, to determine whether differences exist between the pre-test mean scores and achievement mean scores of students in the experimental and control groups. The results indicated that there was a significant difference between the pre-test and achievement mean scores of students in the experimental and control groups; and there was also a significant difference between the retention mean scores of students in the experimental and control groups.

Influence of Qualified History Teachers On the Teaching of History in Secondary Schools

With the ban on History years ago by Nigerian government, a lot of colleges of education and universities where History teachers are trained stooped studying the subject as a course of study in strict compliance with the government policy; hence the vacuum in the number of History teachers in Enugu state. With the recent re-introduction, efforts have been made to get History teachers who are just few on board, however with lack of History teachers the government resorted to the alternative; which is the use of non-History teachers or teachers who studied other related courses but not History to teach the subject. This is a huge problem in junior secondary school in Enugu state as it leads to lack of coordination or correlation between the subject, teachers and students.

For a History lesson to be effective there must be mastery of subject or content on the part of the teacher including synergy between the teacher, teaching methodology, instructional resources and students. However this synergy is lacking because some of the teachers lack skills for subject mastery and teaching methodology in teaching History. Hence, the result is

hatred by students on History because there is a disconnection between the subject and teachers. In extreme cases some History teachers in Enugu state lack the ability to differentiate between religion, sentiments, social and cultural bias and historical fact, hence they present distorted facts to the students thereby preventing them from seeing the world for what it is while forming their own historical perspective. Also, some teachers lack the needed passion, enthusiasm and zeal to teach History. Some lack the extra push to make teaching of History fun. This is because they rely solely on their past experiences and methodology instead of upgrading to a more scientific, model and innovative way in teaching History (Ajayi, 2015).

It is very important for a teacher to have an in-depth analysis of meaning before engaging in the teaching process. This is because it will facilitate the understanding of learning for the teacher and learning process needed for teaching History. Learning is a relative permanent change in behavior arising from experience (Animba, 2020). It is the act of getting experience, knowledge, skills and values by understanding what to do and how to do any task by synthesizing the different types of information perceived by us. Learning brings about changes in the exiting behavior of an

individual. It starts from birth to death and involves practice in order to produce a permanent change in behavior. However, learning not only brings about change in existing behavior but enables a student to acquire new behavior. It also prepares a student for adjustment and adaptation with the existing environment. Hence in teaching and learning, learning is the process of molding the structure of a student personality and behavior in a particular subject. It is also a continuous and comprehensive process which involves different method of covering the three domain of education which is cognitive, psychomotor and affective. There are different kinds of learning; individualized, formal, group, motor, informal, verbal, sensory learning among others.

Afolabi (2019) asserted that teachers find it difficult to lay their hands on classroom resources and also improvise instructional materials that can aid effective teaching and learning history. Also, students are misguided by school counselors about history subjects. Many school counselors give wrong counseling to students by advising them to take government rather than history subject because the former is easier than the latter and both subjects are the same. This misguided advice goes a long way in which students not

only see history as a difficult subject but as a substitute/optional. In addition, introduction of new Art subjects such as government, social studies and civic education in the curriculum pose a challenge to history subject in which history is now limited to senior secondary schools and few students take the subject in West African Examination Council (WAEC) and Joint Admission Matriculation Board (JAMB) examinations

Alabi (2020) examines the challenges facing the teaching and learning of History as a subject in senior secondary schools in Ilorin West Local Government Area of Kwara State. Simple random sampling technique was adopted to select 15 History teachers and 100 History students as sample. Questionnaire was designed to collect data while descriptive statistic of mean was used to answer the three research questions generated in this study. The findings reveal that the quality of History teachers and the teaching method used in teaching History has adversely the teaching and learning of the subject in Ilorin West Local Government Area secondary schools of Kwara State. Also, the majority of History teachers are not qualified to teach the subject and this resulted in a downward trend in the number of students offering History at the senior secondary school level because students'

interest had shifted to other subjects such as Geography, Government, Social Studies and Civic Education

Adewale (2018) examined the bane of studying history in Nigerian Secondary Schools. This study employed a 26-item instrument for collecting data and mean score based on a 4-likert scale of Strongly Agree (SA), Agree (A), Disagree (D), and Strongly Disagree (SD) at a decision rate of 2.50. Result revealed that inadequate trained teachers, poor lesson preparation by teachers, irregular excursion, too little practical activities in the curriculum, lack of recognition of history subject by the society, inadequate archives and museums etc are responsible for this persistent decline.

Influence of Teaching Method On the Teaching of History in Junior Secondary Schools

Teaching methods comprise the principles and techniques used during instruction (Joshua & Olayinka, 2015). They are the tools or means through which practicing teachers engage their students in meaningful activities as a result of which ideas, values and facts are learnt. Instructional methods focus on not only the educational contents but also on the methods and environments of the teaching process. Students' development levels, interest and experiences are considered while choosing a particular teaching strategy so that they can self-accomplish their goals (Richa, 2014). These teaching methods enable students to focus their attention on the content being taught, organize their learning materials for better understanding and help teachers to provide suitable platforms for strategic learning. A teaching method could be teacher-centered or student-centered.

According to Dangana (2019) says problem of principle guiding the selection of teaching methods in history is another problem confronting learning and teaching history in our secondary schools and classifying

teaching method into eight categories; they are lecture, exercise, project, problem, supervised study, socialized recitation, laboratory and unit method.

The teaching and learning of History is undergoing significant changes especially in terms of content, methodology and modernization of the subject in order to meet world standard while solving the immediate problems of the state. The inability to integrate these changes has really affected the structure of History as a subject not only in educational context but for public consumption. Its subject matter and instructional materials has also undergone changes making it more simplified and easy for teaching according to the stipulations and guidance of Nigerian Educational and Research Development Council (NERDC). According to Ajayi (2015), it is now very clear that the process of teaching and learning History has become more interesting with a possibility for a greater input. This is because History education is based on a rich legacy (Alabi, 2020).

The challenges of teaching and learning History cannot be disassociated from how the subject is taught in junior secondary school level. For example, Boadu, Awuah, Ababio & Eduaquah (2014), observed that for some time History teachers have adopted the classical method of teaching

with little or no innovation. This the teachers do without taking cognizance of the fact that age of a student determines the teaching methodology to be used (Animba, 2020). Since interest in a subject is gained primarily through the way the subject is taught/ presented to learners; issues and challenges surrounding the teaching and teaching of History might plausibly explain the current fate of History in junior secondary schools level.

Olajide (2012) specifically investigated the status of school teacher's use of instructional strategies for teaching History in South Western Nigeria. The objective of the study was to find out which of the teaching strategies were used by university lecturers and secondary school teachers in teaching social studies concepts. Data was collated and the results showed that many instructional methods were not employed by History teachers in secondary schools. A few of the teachers however employ more instructional methods in teaching of the subject.

Summary of Reviewed Literature

The study of history is very important to any society. It helps a people to know more about itself by promoting the people's understanding of their past, in terms of both internal and external relationship. However, these great virtues of history have been bedeviled by malignant factors that threaten the continuous relevance of history and its teaching in the Nigerian higher institutions. Some of the challenges are internal – directly caused by the historians themselves, while others are externally inflicted. A significant number of literatures were reviewed on this chapter which showed that despite the place of History in national development, a lot of factors militating against students performance in History as a subject which unfortunately have been left unaddressed hence pointing to the fact that all is not well with the effective teaching and learning of the subject among junior secondary school level. One of such challenges affect students performance in the subject of History is that teachers over the years keeps using traditional method and approaches in teaching and assessing students as well as lack of instructional facilities for the teaching of this important subject to our students.

CHAPTER THREE

METHODOLOGY

This chapter presents the method and procedure used in carrying out the study. They are discussed under the following sub-headings:

- Research Design
- Population of the Study
- Sample and Sampling Technique
- Research Instrument
- Validity of Instrument
- Reliability of the Instrument
- Method of Data Collection
- Method of Data Analysis

Design of the Study

A descriptive survey research approach was used for the study. A descriptive survey involves the selection of respondents (sample) from a larger population to determine and report their view/opinions in the way things are.

Population of the Study

The population of this study consist of the thirteen (13) junior public secondary schools in Ikenne Local Government Area of Ogun State.

Sample and Sampling Technique

A sample size consisting of 100 (one hundred) SSS 1 students was used for this study. The random sampling technique was used to randomly select one hundred JSS I students from three (3) Secondary schools in Ikenne Local Government Area of Ogun State.

Research Instrument

The Instrument for data collection was a structured questionnaire developed by the researcher titled “Factors Influencing Students Academic Performance in History Questionnaire” (FISAPQ). The questionnaire was made up of two sections, section A and B. Section A comprised of personal data of the respondent while Section B was segmented into clusters organized in line with the research questions raised to guide the study. Items on the instrument was responded to on a four response option of Agree A) Strongly Agree (SA) Disagree (D) and Strongly Disagree (SD).

Validity of the Instrument

To ascertain the face and content validity of the instrument, the research questionnaire was presented to the project supervisor for validation.

His observations, suggestions and correction were incorporated in the final copy of the instrument and thereafter used for the study.

Reliability of the Instrument

To determine the internal consistency of the instrument, twenty (20) questionnaire will be administered students who were not part of study, but from schools in Ikenne Local Government Area of Ogun State.. The data collected were analyzed using the Cronbach Alpha Statistics.

Method of Data Collection

The researcher visited the students selected for the study in company of one research assistant. Thereafter, he informed them of his intention and the aim of the study and how to fill the questionnaires and then seek their permission to distribute the questionnaires.

Method of Data Analysis

Data obtained from the questionnaire administered was analyzed using percentage, mean statistics and standard deviation. A critical mean of 2.5 was adopted in line with the rating scale, mean response of 2.5 and above was regarded as High Extent while responses receiving mean score less than 2.5 was regarded as Low Extent

CHAPTER FOUR

PRESENTATION OF RESULTS AND DISCUSSION OF FINDINGS

This chapter deals with presentation of results and discussion of findings. The results of the analysis are presented in the order of the research questions that guided the study

Presentation of Results

Data collected to answer the research question was answered using mean and standard deviation. The result was shown in Table 1-4

Research Question 1: What extent does instructional facilities influence the teaching of History in secondary schools?

Table 2: Mean and standard deviation extent of Influence of Instructional Facilities on the Teaching of History

S/N		N	Mean	SD	Remarks
1	We are taught History with only text books	100	2.34	1.12	Low Extent
2	My History teacher uses different instructional materials to teach History	100	3.20	1.15	High Extent
3	We have never been taught History with instructional materials	100	2.14	1.326	Low Extent
4	We have been on a tour to visit certain historical places	100	3.48	0.96	High Extent
5	My History teacher uses computer to teach History always	100	2.99	1.26	High Extent
	Cluster		3.04	0.13	High Extent

In response to research question one, Table 1 shows that the respondents rated item two, four and five as high extent with a mean rating

ranging from 2.99 to 3.48 while item one and three was rated as low extent with a mean of 2.34 to 2.34. The standard deviation also ranges from 0.94 to 1.27. With these results, the above mean score shows that instructional facilities influence the teaching of History in secondary schools to a high extent

Research Question 2: What extent does qualified History teachers influence the teaching of History in secondary schools?

Table 2: Mean and standard deviation showing extent qualified History teachers influence the teaching of History in secondary schools

S/N	Item	N	Mean	SD	Remarks
1	The reason I teach History is because History teachers are not available	100	3.39	.973	High Extent
2	I studied History but I teach social studies because my school is yet to start offering History as a subject	100	3.12	1.174	High Extent
3	I teach History because I was forced by my school to do it	100	2.14	1.326	Low Extent
4	I don't feel professionally fit for teaching History	100	3.34	1.094	High Extent
5	As a History teacher, I feel inferior to other subject teachers hence I teach other subject	100	3.39	.973	High Extent

The data analysis presented in Table 2 depicts that the respondents rated item one two, four and five as high extent with a mean rating ranging from 3.12 to 3.39 while the standard deviation also ranges from .973 to 1.094.

With these results, the above mean score shows qualified History teachers influence the teaching of History in secondary schools to a high extent.

Research Question 3: What extent does teaching methods influence the teaching of History in secondary schools

Table 3: Mean and standard deviation showing the influence of teaching methods influence the teaching of History in secondary schools

S/N	Item	N	Mean	SD	Remarks
1	My teacher gives us assignment when teaching History	100	3.39	.973	High Extent
2	My teachers puts us into different groups when teaching History	100	2.99	1.26	High Extent
3	My teacher just dictates note for students to copy when teaching History	100	3.39	.973	High Extent
4	My teacher takes us on excursion when teaching History	100	3.12	1.174	High Extent
5	My teacher uses different method that allows me think about historical issues on my own	100	3.39	.973	High Extent

In response to research four, Table 4 showed that the respondents rated item two to four as low extent with a mean rating ranging from 2.14 to 2.36 while item one and two were rated as high extent with a mean of 3.39 and 3.39. The standard deviation also ranges from .973 to 1.337. With these results, the above mean score shows that teacher gender does not influence learning outcome of students in Business studies.

Discussion of Findings

This study investigated factors that influence the teaching of History in public secondary schools in Ikenne Local Government Area of Ogun State.. Finding from research question one indicated that instructional materials influences the teaching of History to a high extent. Hence, this finding agrees with Akhetuamen (2019) who affirmed that Instructional materials help both the teacher and the learner to overcome physical limitation during the presentation of subject matter. For example the use of films, television, slide, tape and programs in presenting information help greatly in overcoming physical difficulties. Also, Nwoji (2012) asserted that instructional materials assist a teacher to transmit to a learner the facts, skills, attitude and knowledge that aid the understanding and appreciation of concepts. Instructional material serves as diagnostic and remedial tools for the teacher. When instruction becomes individualized and practical, teachers are placed in a better position to observe, analyze learning process and learning outcome. However, Animba, (2020).opined that teaching and learning of History in junior secondary schools are faced majorly with the problem of lack of instructional materials like textbooks, graph, charts, video and audio aids among others

Findings from research question two revealed that qualified History teachers influence the teaching of History in secondary schools to a high extent. This aligns with Adeogun (2001) said that “the quality of any educational systems depends on the quality of teachers. Review of related literature indicate that the most important school-based determining factor of student’s achievement (performance) is the teacher quality. Ado (2018) stated that the school system depends on teachers for execution of its programme. However, the quality of school productivity will be meaningless if teacher attitude to work is negative. Teachers are crucial components of any educational system, and no educational system can actively function without the teacher, they give meaning to any system of education. What the teachers does in the classroom to structure and organize a learning environment is the most important factor that will increase students’ academic achievement. According to Uhfuna, (2011) effective teacher is one who produces desired result in the course of his duty as a teacher which is measured to a large extent by the academic performance of the students. The teaching profession like other professions required trained and skilled manpower that will carry out the function of teaching in schools.

From research question three, it was disclosed that teaching methods adopted by teacher influenced students performance. This is in agreement with Boadu, Awuah, Ababio & Eduaquah (2014), observed that for some time History teachers have adopted the classical method of teaching with little or no innovation. This the teachers do without taking cognizance of the fact that age of a student determines the teaching methodology to be used. Since interest in a subject is gained primarily through the way the subject is taught/ presented to learners; issues and challenges surrounding the teaching and teaching of History might plausibly explain the current fate of History in junior secondary schools level.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

This chapter focuses on summary, conclusion and recommendations

Summary

This examined investigate factors influencing the poor academic performance of history in senior secondary schools in Ikenne Local Government Area of Ogun State. Three research questions were raised to guide the study The study employed a descriptive survey research design. consist SSS 1 (one) students in the three (3) Senior secondary schools which offers History as a subject out of the thirteen (13) Senior Public secondary schools in Ikenne Local Government Area of Ogun State with a total of five hundred and twenty-seven (527) SSS 1 students. The sample size of the study was made up of 100 (SSS 1) students which was selected through simple random sampling technique.

The research instrument was used to elicit opinions and facts from students was structured questionnaire. It was however subjected to face validity by the researcher's supervisor. The data collected were analyzed using mean (\bar{x}), standard deviation (SD), The findings generally showed

availability of instructional materials, qualified teachers and teaching methods influenced the teaching of History as a subject.

Conclusion

Based on the findings it was concluded that the teaching of History in secondary schools is influenced by various factors ranging from shortage of enough trained history teachers, unavailability of instructional materials relevant to teaching as well as the location of the school. The teaching of history in some secondary schools is sometimes given to non-professional historians to teach. These teachers who lack the historians craft and techniques seem to bastardize and make a mess of the subject and by so doing they kill the interest of the prospective history students

Recommendations

Based on the findings of the study, the following recommendations were made:

- All the history teachers in public secondary schools should be trained as well as professional historian, who could bring humor and humility into their dealings with learners.

- Stake holders in education should provide the necessary human and material resources needed for teaching and learning of History in junior secondary school level.
- Universities and Colleges of Education where History is taught should make History education program attractive so that more students can enroll to be trained as History teachers. This will help meet the demand for History teachers. Scholarship scheme for History can be initiated by Enugu state Government in order to attract students to History.
- School administrators should ensure adequate provision of instructional materials for teaching and learning across all department in tertiary institutions among others

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**DEPARTMENT OF EDUCATIONAL FOUNDATION
FACULTY OF EDUCATION
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BENIN CITY**

**FACTORS INFLUENCING POOR ACADEMIC
PERFORMANCE OF HISTORY IN SENIOR SECONDARY
SCHOOLS IN IKENNE LOCAL GOVERNMENT AREA OF OGUN
STATE.**

Section A (Demographic Data)

Sex: male [] female []

School Location: Rural () Urban ()

Instruction:

Please respond to the following statement, by ticking [] in the column that most describes your own reaction using these keys: Strongly Agree (SA), Agree (A), Disagree (D) Strongly Disagree (SD)

Section B

S/N	ITEMS	SA	A	D	SD
	Influence of Instructional Facilities on the Teaching of History				
1	We are taught History with only text books				
2	My History teacher uses different instructional materials to teach History				
3	We have never been taught History with instructional materials				
4	We have been on a tour to visit certain historical places				
5	My History teacher uses computer to teach History always				
	Influence of Qualified Teachers on the Teaching of History				
6	The reason I teach History is because History teachers are not available				
7	I studied History but I teach social studies because my school is yet to start offering History as a subject				
8	I teach History because I was forced by my school to do it				
9	I don't feel professionally fit for teaching History				
10	As a History teacher, I feel inferior to other subject teachers hence I teach other subject				

	Influence of Teaching Methods on the Teaching of History				
16	My teacher gives us assignment when teaching History				
17	My teachers puts us into different groups when teaching History				
18	My teacher just dictates note for students to copy when teaching History				
19	My teacher takes us on excursion when teaching History				
20	My teacher uses different method that allows me think about historical issues on my own				