

**AN INVESTIGATION INTO THE CHALLENGES OF TEACHING HISTORY IN  
SECONDARY SCHOOLS IN UKWUANI LOCAL GOVERNMENT AREA OF DELTA  
STATE**

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**BENIN CITY, NIGERIA**

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## CERTIFICATION

We hereby certify that this work was carried out by **DIOKPALA Ifesochi** with the Matriculation Number **EDU1703031** in the Department of Educational Foundations ,Faculty of Education, University of Benin, Benin City.In partial fulfillment of requirement for the award of the degree of the award of the degree of Bachelor of Arts in Education B.A. (Ed.) Degree in History.

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## **DEDICATION**

I dedicate this work to my family(NGOFECHI) who was there for me throughout the journey and process and to myself also.

## ACKNOWLEDGEMENTS

I would like to express my sincere gratitude to God, who kept me in good health and soundmind throughout the period of study. I am extremely grateful to my Parents Mr and Mrs Diokpala who have time and again proven their excess love and care towards me, and to my siblings who have hugely been there through it all, also to my extended family thank you all for believing in and trusting in me and to the gift of men my friends and people who have always been there too many to mention God bless and keep you all.

To the THE LOVE FAMILY and the VOTAGE thank you for the impact I sincerely appreciate.

To my supervisor Mr Monday Mogbeyiteren and all lecturers who helped me along the way and taught me in one way or the other may God bless you all.

I would like to end with a quote from one of my best persons ‘‘DELAY IS NOT DENIAL’’, thank you all so much for opportunities and for being Godsgift everyday I do not take it for granted, the blessing came though delayed but never denied.

Lastly I wish to acknowledge the assistance and invaluable contributions that I have received throughout the period of this research and my study in the great University Of Benin.

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## ABSTRACT

This article presents a study which is aimed at identifying the problems and constraints of teaching history in secondary schools in Nigeria using secondary schools in Ukwuani local government area of Delta state . The problem of teaching history is often traced to the low production capacity of the history teacher. This article argues that the dullness of history lessons in class and lack of interest among the students can also be traced to the teacher who is accused of lack of resourcefulness, laziness, intellectual bankruptcy and lack of interest in the subject. This study therefore examines the challenges facing the teaching and learning of History as a subject in senior secondary schools in Ukwuani Local Government Area of Delta state, Simple random sampling technique was adopted to select some History teachers and 100 History students as samples. Questionnaire was designed to collect data while a descriptive statistic was used to answer the three research questions generated in this study. The findings reveal that inconsistent government policies towards History as a subject, the quality of History teachers and the teaching method used in teaching History has adversely affected the teaching and learning of the subject in Ukwuani Government Area secondary schools of Delta State. Based on the findings, it is therefore recommended that the government should make History a compulsory subject for all secondary school students as other core subjects such as Mathematics and English Language, so that they can have adequate knowledge of Nigerian History, learn from the past mistakes of our leaders in order to correct the future. Finally, it is argued that the introduction of non - professional historians as history teachers also constitutes a major problem in teaching history. It is against this background that this study has become necessary in order to make useful suggestions aimed at arresting the constraints. The article submits that the solution to these problems lies in the cooperation of the teachers, students and the government.

## CHAPTER ONE

### INTRODUCTION

#### **Background of Study**

Since the British introduced Western education in Nigeria, History as a subject has featured prominently in the secondary school curriculum. The term History means different things to different philosophers of History. Fafunwa, (1974) opined 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. Similarly, Jekayinfa, (2010), stated that history is the account of past events investigated, analyzed and interpreted in order to discover generalizations that are helpful in understanding the present and to a limited extent, in anticipating the future.

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(Boadu, 2016). In this light, it is believed that History is a systematic account of the past events in relation to the present time 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 solutions to them. Chukwu (2019).

In the realm of intellectual discipline, the study of history can train pupils or students to be accurate in comprehension and expression, to weigh evidence, to separate the trivial from the significant, to distinguish between propaganda and truth. History can provide twentieth-century men with standards of reference against which they can measure the values and achievements of their own age; it can encourage an enlightened awareness of the problems of modern communities, political, social and economic. (Anyanwu2010).

Not least important, it can train men to handle controversial questions in a spirit which searches for truth, insists on free discussion, and permits compromise. This is a rich harvest for any school subject to yield. As such, if history is properly placed in schools and the society at large, the upcoming youth will be able to internalize the values of integrity, tolerance and hard work which are celebrated in the history of our peoples but which are totally lacking in our public service today.

However, despite the importance of history to everyone and the various efforts of curriculum planners, HSN and the teachers, there have being a persistent decline in the study of history. This decline has become so outrageous that in the West African Senior School Certificate Examination (WASSCE) annual report of 2006, 1,154,266 candidates sat for the examination but only 63,276 of them did history. This represents an insignificant 5.5 percent as against 81 percent in 1960 (WASSCE annual report, 2006). This is a dangerous trend to individuals and society at large considering the importance of history to humankind.

### **Statement Of the Problem**

The teaching of history in schools cannot be said to be without problems and challenges. Some studies (eg. Adeyinka, 1989; Cobbold & Oppong, 2010a; Ruto, 2013) highlight several factors

that affect the teaching and learning of history. For instance, a study conducted by Adeyinka (1989) on the problems of history teaching in some Nigerian secondary schools revealed that lack of essential teaching aids was the most serious problem of history teaching as the majority 41 (56.9%) of respondents regarded it as a very serious problem, 22 (30.6%) as serious, and 5 (6.9%) as an average problem. Other problems revealed by the study were the absence of well-equipped libraries or history rooms, large classes, inadequate motivation of teachers, and students' low standard of written English. Assessing the teaching and learning of history in the Central Region of Ghana, Cobbold & Oppong (2010a) found that recommended methods were not used by history teachers in teaching the subject, and even those used were not used appropriately. It was also revealed that instructional resources were not frequently used in history lessons because such resources were either not available at all or were inadequate. Also, the number of periods allocated for history on the school timetable was found to be inadequate for the entire syllabus to be covered. Students were also found to possess negative perceptions about the subject as they regarded history as a compendium of facts to be memorised.

In view of the above this study tends to investigate the problem of Teaching and Learning History in secondary school; a case study of Secondary Schools in Ukwuani Local Government Area of Delta State.

### **Purpose of the Study**

The main purpose of the study is to investigate the challenges of teaching history in secondary schools in ukwuani local government area of delta state

Specifically, the study is designed to:-

1. To examine teachers' perceptions of the problems faced in the teaching of history in secondary schools in ukwuani Local government Area
2. To ascertain the most widely utilized instructional materials by classroom teachers in the teaching of History in Secondary schools in ukwuani Local government Area
3. To examine the remedies to the problems of teaching of History in ukwuani Local government Area

### **Research Questions**

In order to provide a guide for the study, the following research questions were raised.

1. What are teachers' perceptions of the problems faced in the teaching of history in secondary schools in ukwuani Local government Area?
2. What are the most widely utilized instructional materials by classroom teachers in the teaching of History in Secondary schools in Ukwani Local government Area?
3. What are To examine the remedies to the problems of teaching of History in Ukwani Local government Area?

### **Significance Of Study**

The study would be beneficial to students, teachers, religious instructors, curriculum planners, educational administrators, researchers and textbook authors. To students, the study would help to improve their understanding of History and thus adjust properly in the society through active participation in the classroom leaning which stimulate their interest and change the negative perceptions they already have in learning history and this invariably help them to develop the affective domain of knowledge in secondary schools. They would equally perform better in internal and external examinations without depending on examination malpractice which have

been the problem in the educational sectors. This is because the students stand a chance of becoming masters on their own through involvement in different roles in the classroom. The findings of the study would help teachers to have an insight into the meaning, application and problems of using role play method of teaching and thus change their method when the need arises for proper students' achievement and interest in History in secondary schools. The relevance of effective method in the implementation of History studies in secondary school would be made known to teachers as they are the chief implementer of planned curriculum of schools.

### **Scope/Delimitation Of the Study.**

The problem of Teaching and Learning History in secondary school. (case study in UKWUANI L.G. Area).The schools of study had to be selected for a proper and a good research work.

### **Limitation of the Study**

During the course of the study the researchers encountered some limitations such as:

1. Financial Hedge
2. Time constraint, that is inability to meet with the needed number of respondents at the appropriate time due to frequent traffic jam in the area of the study.
3. Some respondents wish to be anonymous which was not to the fullest desire of the researchers.

## **Definition Of Terms**

- **Teaching** :Teaching is the process of imparting knowledge, skills, or information to others. It involves an individual, typically a teacher or educator, instructing and guiding learners in a structured and organized manner. Teaching can occur in various settings, such as schools, colleges, universities, or informal settings like one-on-one tutoring.
- **Learning**:Learning is the process through which individuals acquire knowledge, skills, behaviors, or understanding, resulting in a change in their cognition, capabilities, or behavior. It is a fundamental aspect of human development and is not limited to formal educational settings.

## CHAPTER TWO

### REVIEW OF RELATED LITERATURE

This chapter reviews literature related to the study under the following subheadings;

- **Concept Of Education.**
- **Concept of Teaching.**
- **Concept of Learning.**
- **Evolution Of History Teaching In The Nigerian Education.**
- **Constraints of Teaching History.**
- **Motivation Towards Effective Teaching and Learning**
- **How To Overcome These Constraints.**

#### **\*Concept Of Education**

In the New Encyclopaedia Britannica (2002), education is thought of as the transmission of values and accumulated knowledge of a society. And, in his own way, Jimoh (2004) defines education as the totality of the experiences made available to the individuals in order to make them develop rounded personality(ies) and be useful to themselves and their communities. The position of Gerald (2006), on the concept of education is that it developed from the human struggle for survival and enlightenment, and that it may be formal or informal

## **\*Concept of Teaching**

Firstly a teacher simply means one who helps in impacting knowledge to another. The exercise of teaching involves a process and the process demands some techniques, skills or strategies.

Ijeoma (2004) states that professional teachers are those who have prerequisite qualification and devote their energies to the development of teaching which will be indirect contact to the learners.

Izugba (2008) pointed out that one of the reason of teaching is to provide accurate feedback to the students their progress and report will comprehensibly determine what the students now understand and can do also on how an individual student achievement is compare with his or her peers.

Oladosu (2010), define teaching as an activity aimed at bringing about meaning full learning through a method that is morally and acceptable this involves the teacher, learner, content in form of knowledge facts, information's and skills to be impacted a deliberate intention on the part of teachers to teach for the learner to learn and finally and method that will motive the learners cognitive and freedom of choice. Teaching is the behavior or activities which a teacher perform to produce a change in the learner's behavior.

Onyemerekeya C.C: state that the major aim of teaching is to facilitate learning so as to influence learners to make desirable change in their behavior (Akudodue, 1984:134) teaching is also a process of manipulating, influencing or controlling learners or an activity which aims at developing knowledge, skills, or a belief system.

### **\*Concept of Learning**

Learning as perceived by the psychologists as a desirable positive change in behavior. It is also a permanent change in behavior as a result of teaching. Onwuka(2009), asserts that “ learning is the permanent acquiring and habitual utilization of the newly acquired knowledge or experience. Learning is a continuous process that facilitates man’s ability by acquiring necessary skill with which he can use to restructure his environment and adapt to it. The above definition x-rays the fact that for a change in behavior to occur in learning it must be permanent, consistent and the knowledge and experience acquired must be used in new and different situations. Therefore learning is seen as a permanent change in behavior that is not as a result of maturity but due to knowledge impacted or teaching.

### **\*Evolution Of History Teaching In The Nigerian Education**

History teaching has gone through various stages of gradual development before its current status. Identified and noted from a lecture manual by Kosemani (2011), the stages in the evolution of history teaching can be discussed as follows: The first stage of history teaching began at the time when history was dealt with through parables, legends, poetry, dialogues, riddles, proverbs and storytelling. At this particular time, no definite line was drawn between history and education. There was no organization of history in the curriculum. History teaching at that time had no aims, goals or objectives, no contents and methods of teaching it. This stage when the teaching of history had no organization could be likened to Pre-Graeco-Roman times when there was a form of history termed pseudo-history because history then was basically theocratic and mythological in orientation, and it lacked independent existence. For instance,

this type of conception could be likened to history of Sango in Yoruba history where some people regard Sango as god (of thunder), while others see him as just a historical legend.

The second stage of evolution of history teaching was the coming of the Europeans. It was believed that the Europeans brought Western education to Nigeria so as to evangelize. Christianity was basically the tool of evangelization and all that the colonial masters introduced into education were the teaching of the 3Rs, that is, reading, writing and arithmetic. This made it impossible for the teaching of history as a subject at that time because the contents of the curriculum were drawn from passages in the scripture. At that time, history as a subject did not exist in the curriculum. Because of the absence of history in the curriculum of early Christians, no methodology could be ascribed to its teaching.

The third stage in the evolution of history teaching in Nigeria was the time when indigenous writers of history appeared on the scene. This was around the 19th century. Those indigenous writers wrote about the laws, customs, proverbs and history of specific places in Africa such as West African history and so on. Prominent among these writers were Otunba Payne and Samuel Johnson. They were motivated to document history to preserve the culture of the people for posterity and to prevent it from going into extinction. In addition to this, they could have been motivated probably because they wanted to react against the assertion that Africans had no history before the coming of the Europeans. The decisions of the indigenous writers to focus on writing about Africans meant that these writers were out to debunk the assumptions that since there were no written records in Africa, which was translated by Europeans to mean that Africa had no history. In this regard, whatever the laudable motivation that spurred these indigenous

pioneers to write history books where their contributions were even ignored in some secondary schools for failing to recognize indigenous books, yet history appeared in their curriculum. Samuel Johnson in the preface to his book in 1897, castigated fellow Africans for taking more pride in studying foreign history than their own history when he said “Educated natives of Yoruba are well acquainted with the history of England and with that of Rome and Greece, but of the history of their own country they know nothing whatsoever”. From the above statement, it has been observed that though, a particular kind of history had been advocated but the systemic approach to obtain satisfactory outcome from the study of our history (knowing something about our heritage) had to be inferred.

The fourth stage of history teaching began with the Government intervention in educational matters. This was at the later part of the 19th century. The teaching of history was ushered in as a result of the introduction of some Educational Ordinances or Codes. The Ordinances were issued between the later part of the 19th century and the early part of the 20th century.

The enactment was for Government to direct all educational policies and to supervise all educational institutions by inspection or other means. One of the first things observed in the ordinance was the layout of the levels of education as primary, secondary and teacher training. The second was the schedules under which specific subjects in the curriculum were listed. For example, the schedule for secondary school contains the following statement:

The subjects of instruction should include English, Mathematics, Practical Mathematics, History, Geography, Religious Knowledge, Hygiene and for girls, domestic science; so also in the higher classes, are the second language, elementary science or commercial subjects. The subjects were to be taken in preparation for Cambridge Examinations, the forerunner of the West African

School Certificate Examination. Though secondary schools were few in number at that time, the subjects on the curricula reflected the type of staff available and the type of training that could be provided. Consequently, subjects like history which appeared on the syllabus were taught based on the fact that teachers were available. The subject was taught without any specific aims and methods recommended for teaching. The content of history and objectives which history teaching were meant to fulfill were left to syllabus makers to determine.

Instead, the type of history that teachers were made to teach included the General Knowledge of English History and Egba History. Though the content of history at that time consisted of both foreign and local history, but more emphasis was placed on foreign history. The preference for foreign history at the expense of African history was questioned by the Phelps- Stokes Report of 1922 that “why should the history and Geography of Europe and America receive more attention than that of Africa itself?” This question which was asked from Somervell by the Nigerian history teachers during his tour of West Africa on behalf of the Colonial Government in the early thirties was critical. Question asked by the history teachers – Do African schools really need to have history books written especially for them? We need our own ‘local’ history books, written by local experts. Somervell reacted to this question and advised that charity should begin at home and that African history should be taught in African schools. It is necessary to state categorically that the full implications of teaching and learning of history in schools have not been in the secondary school curriculum for a long time. The content has evolved gradually into what it is today, having in it the relevance of learning indigenous history.

The last stage in the evolution of history teaching began in the sixties when history of West Africa was included in the School Leaving Certificate Examination syllabus. The inclusion of

history in the examination syllabus demands a thorough knowledge of the aims, content and techniques to be adopted to achieve effective teaching and learning. In view of the above history teaching and learning in Nigeria witnessed different epochs in scope, nature and characteristics. With the historical account of how history teaching in Nigeria came to where it is today, it is strongly believed that history will again take its rightful place of relevance and recognition; so long the teachers and other educational stakeholders can be proactive about its development.

Here, it is imperative that a number of concepts be looked

into – these include: history, education, history of education and the teacher to provide for an unambiguous explanation on the topic.

#### **\*Constraints of Teaching History**

One of the constraints of teaching history in post Primary Schools in Delta State today is lack of interest in the subject by some history teachers. There are many teachers who lack interest in the teaching profession and such teachers who may be referred to as birds of passage in the profession, pay more attention to or devote more time to other things which will give them quicker gains than the profession. Such teachers take the profession as a hobby and therefore are not committed to it. Just like the adage which says that ‘a lamb takes after its mother’, such teachers who lack interest in teaching history can only succeed in killing the interest of prospective students in the subject. Crookall (1976) argued that

as a member of that profession, the history teacher should have at his finger-tips the skills and understanding necessary for the good teaching of his subject ...he should be something of an historian with a genuine professional interest in the study of history as well as in the teaching of

it. Without such a professional interest in history itself no teacher will have that personal interest and enthusiasm which are vital to real success.

It is only a history teacher who has kept his interest in his subject alive that can stimulate the interest of his students for children like and pay attention to what interests them, whereas they discard and soon forget what does not interest them. (Crookall, 1976)

Closely related to this problem is lack of resourcefulness on the part of some history teachers. There are many history teachers who though possess the relevant paper qualifications but are ineffective in teaching the subject. They prefer to teach other subjects because they lack the initiative to know what to do to make the subject interesting and exciting. An example is the writer's experience as a teacher in Pilgrim Baptist Grammar School, Issele Uku where he introduced and taught history between 2002 and 2005. When the writer left the school in 2005, though there was a history graduate in the school he could not teach the subject because he preferred teaching Government. A resourceful teacher should possess ideas needed to provide solution to an identified problem. But because some of these teachers lack resourcefulness they do not use necessary aids such as Maps, Charts, Models, Pictures, Photographs, Radio, Television, Tape Recorders and Players, Films etc. Because these aids are not used the subject becomes dull and the students see it as an abstract subject and develop bad taste for learning it. Some history lessons cannot be effectively taught without the use of necessary teaching aids.

Another problem confronting the teaching of history in some Secondary Schools in Delta state is that sometimes non-professional historians are given the subject to teach. These teachers who lack the historians craft and techniques bastardize and make a mess of the subject. By so doing they kill the interest of the prospective history students. A non-professional historian will

not know as Dickinson, Lee and Rogers (1984) pointed out that history deals largely with matters that are essentially contested and to look for unanimity among historical accounts is simply to misunderstand the nature of historical knowledge. He will therefore not be objective in handling historical facts. For a teacher to impart the right knowledge, he/she must have acquired the right knowledge through training. The acquisition of this knowledge makes him/her competent to impart the right knowledge to his students. A teacher who has not acquired the requisite training may not find it easy teaching what he has not learnt. Such a teacher will go to the class with lack of self-confidence which results in failure.

There is also the constraint of shortage of enough trained history teachers. Due to discouragement given to the subject by the government and the public only very few persons are willing to choose history as a course of study in institutions of higher learning. Only recently a girl was offered admission in one of the higher institutions to study history. The girl was not willing to accept the offer but decided to seek the advice of her illiterate mother. Her mother said she will not pay fees for somebody going to school to read history. When the writer tried to discuss with the woman, the reason she gave for discouraging her daughter was that everybody said history is not a good course for anyone to study. Now, who told this illiterate woman that history is not a good course of study? There is this public distaste for the study of history even among the educated elites who are ignorant of the contributions of history to the development of a nation. The problem of shortage of enough history teachers is compounded because as the writer argued in another paper, some teachers who read history in the Universities and Colleges of education sometimes prefer to teach subjects outside their discipline Onwuka (2007). They feel comfortable teaching Government, Christian Religious Studies, Social Studies, English Language or Literature while their subject is facing the threat of extinction. Some go further by

changing their course even after obtaining a Nigeria Certificate of Education (N.C.E.) or a Bachelor's Degree in history.

Anyanwu (2001,) through his study found out that, teachers do not teach their students with instructional materials and also that many teachers do not know how to use instructional materials and this makes them to avoid it as much as possible. Anyanwu also stressed that avoidance and non-use of instructional materials by teachers have a great effect on the understanding of their students.

Seaman (1979) in Mayer (2003) noted that “effective and efficient learning cannot take place unless relevant visual stimuli are presented to learners”. He is of the opinion that making learners have knowledge of what they have been taught through visual aids will enhance the understanding of the learners. According to Ruther et al (1996 ), teachers often come across children whose attitudes are completely antagonistic to school. These children obviously have great difficulty in benefitting from education even though they may be of good intelligence and have no specific cognitive handicaps to cause learning problems. This poor adjustment leads directly to learning problems and this one factor which accounts for the generally depressed education amongst delinquent's mastery of their subject as would be expected of a good teacher.

Also, the performance of students studying History is traceable to his/her study habit. According to Mayer, R.E (2003, p. 69), the importance of textbooks in teaching schools subjects and that the teachers' fundamental teaching tool for helping students to acquire the knowledge and skills is the textbooks. He also noted that the type of encouragement parents give to their children at home towards their studies will help to improve their academic performance positively as they

provide the necessary facilities like textbooks, school fees, pocket money, they are likely to be motivated more than children who lack those essential facilities at school.

Okoro (2000), also said that lack of seriousness in learning the principles that govern the principles of accounts at the grass-root level affects the understanding of the students at the higher level which leads the students into having poor results in senior school certificate. He went further to say that students get familiar with the common saying in principles of accounts which is “Debit the receiver and credit the giver vice versa” but when it comes to applying it in their work, they do the opposite by crediting the receiver and debiting the giver, thereby, getting what is not expected of them as a result.

Also, Albrecht, James, Stice, Monte. (2005 ) state that students’ inability to stay current with their studies and with assignments can be a challenge to their effective learning, as many of the accounting concepts are new and some time is required between the introduction of a new concept and the mastery of that concept. Some students try to ‘cram’ all the accounting study into a short period of time just before an exam, which they most times encounter sad experiences.

They also showed other challenges like students’ not spending much time in working accounting problems rather just reading through their books; students’ missing classes or skipping a couple of homework which other concepts will be built on a concept that has been earlier introduced; lack of real-world example to solidify the students’ understanding and also not having study groups among students for further study and understanding of concepts taught in the class.

Other challenges faced in the effective teaching and learning of history in secondary schools include lack of convenience, inadequate learning facilities like chairs, tables, good classroom,

well equipped libraries, well equipped I.C.T laboratories, good recreational facilities, etc.

### **\*Teachers' Motivation Towards Effective Teaching and Learning**

Motivation derived from a Latin verb 'movere' meaning 'to move', is about what moves a person to make certain choices, to engage in action, to expend effort and persist in action. Motivation is responsible for why people decide to do something, how long they are willing to sustain the activity and how hard they are going to pursue it.(Zoltan and Ema, 2013). They also said that extrinsic motivation seems to out weigh that of the intrinsic when it comes to teachers being motivated to effective duty. Such extrinsic motivation has to do with rewards, good remuneration, conducive environment, available resources for teaching, good response from students, constant training for their development, adequate learning facilities etc. The intrinsic motivation were said to be goals set by the teacher to be achieved by him/herself or fear of failing in his/her duty.

Adeyanju (2005,) and Daniel (2002,) stated that improved conditions of services will help teachers in their profession in addition to their salaries". He added, poor condition to service and lack of incentives would in no doubt have a direct or an indirect influence on the performance of the students. It is a well-known fact, that teachers in Nigeria have not given due recognition at all levels despite their contribution to move the teachers remained stagnant with the non-implementation of the teachers' salaries scale (TSS).

Christophel (2009,) in his publication, pointed out that standard of achievement in principles of accounting depends on accuracy, competency and honesty in accounting teachers. He further indicated that the accounting teachers must always be sufficiently aware of variations in current business practice so as to keep abreast of current changes in accounting concepts. But most of

the accounting teachers have hardly attended courses, workshops and seminars which affect their level of effectiveness.

### **\*How To Overcome These Constraints**

In order to overcome some of these problems militating against the effective teaching of history in secondary schools in Delta state, certain things must be put in place. This of course needs the cooperation of the teacher, students, government and the public. The teacher should arouse the interest of his students in history lessons. For maximum result in every lesson the teacher must arouse the interest of his students, otherwise the lessons are wasted. One way of arousing students' interest is through the provision of teaching aids. When teaching aids are properly used by the teacher, it will help to arouse the interest and curiosity of the students as well as make history lessons enjoyable. Teaching aids could be visual like diagrams, charts, maps, books, sketches, pictures, posters and models. They could also be audio, like tape recorders and radio or audio-visual, like films and television.

Teaching aids help students to learn faster and easier. Kinder (1959), pointed out that a variety of teaching materials used in proper balance produces best learning results. Teaching aids will help to bridge the communication gap between the teachers and their students and help to reduce the amount of talking by the teacher. In fact Awoniyi (1975), commented on the usefulness of audio-visual aids as follows:-

Indeed experience has proved that these educational hard wares cannot only simplify many aspects of study, but can quicken the interest and widen the experience of the pupils. Ever since, innumerable research findings have shown that audio-visual materials contribute to pupils understanding, habits, skills, motivation and interest.

A history teacher will do well to himself and his students when he avoids any topic he cannot make interesting enough for the students to understand.

Another role the history teacher has to play in overcoming the problem of teaching the subject is in organizing excursion to places of historic importance. Fadeiye (2004) defined excursion as an educational trip, visit or journey to places of interest which are capable of promoting the level of understanding of the pupils, students or people taking part in the excursion. Excursion could be made to places like the shrine, palaces of Kings or notable chiefs, the village stream like the one at Umuaja, Museum, or even to a local blacksmith or carpenter's workshop.

Excursions in history will give the teacher and his students the opportunity to see in practical terms those things they have read in books or discussed in class. It will also help to clear the doubts in the minds of students and make history real to them. A visit to Ile-Ife for example will afford the students the privilege of seeing the staff of Oranmiyan, at Nana Living Museum in Koko the students can see the photograph of Nana being taken to exile, or even Nana's grave. A visit to the National War Museum in Umuahia will expose the students to the technology of the defunct Biafra Republic and the bad effects of war on any nation. Personal visit to these places of historic importance will help to further stimulate the interest and curiosity of the students and they will be prepared to learn history the more. Besides excursion will enable the students to develop a critical mind. It will afford the students the opportunity to examine critically the authenticity of the historical information they have heard and read in books.

Moreover history lessons should be constantly evaluated. This is very important because it helps the teacher to determine the extent to which teaching and learning objectives have been

achieved. It will help the teacher to know how far the students have understood what they were taught and to identify the areas that need more emphasis. Another role of evaluation in history is that it assists the teacher to assess the different methods of teaching he has been using and know the one that will best suit his students.

The provision of in-service training for the history teachers will also help to arrest the problem affecting the teaching of history in Nigerian Secondary Schools. History teachers should be encouraged and given the opportunity to attend Seminars, Lectures, Conferences and Workshops organized by the Historical Society of Nigeria and other professional bodies where they can update their teaching techniques. This will give them the necessary tools to improve their professional competence. According to Obebe(1982); adequate preparation is necessary ... if we do not equip the teachers with adequate tools for their jobs, we shall be loading them with yesterday's tools to do today's job. And if we do that they will be out of job tomorrow.

Except history teachers are properly equipped through training and re-training the accusation that they are lazy, intellectually bankrupt, immoral and not committed to the teaching profession will never end.

Again, the history teacher should always be careful to choose a teaching method that is capable of arresting the attention of the students' method like note giving and lecture method should be avoided if possible in the secondary schools. The history teacher should explore the project, method, discussion method, individual assignment method and the excursion method. The most suitable method for students in secondary schools is any method that is student-centred which emphasizes the importance of student participation. For learning is effective and

meaningful when the learner is actively engaged in the process and understanding the ideas or skills that he is learning. ( Afe 1996)

It is important to add that apart from the method chosen by the teacher, he should be friendly to his students for this will encourage the students to participate actively in the Lesson. Nwaokolo and Akilaiya (1996) stated that an effective teacher talks less in the classroom by involving the pupils in the discussion.

The attitude of the public towards the study of history should change. Though this is not the forum to discuss the innumerable contribution of history to national development, suffice to say that nations that do not know their history can hardly make progress.

Above all the government should employ more history teachers and encourage the teachers by improving on their condition of service. The long awaited Teacher's Salary Structure should be approved and implemented to the letter. The present posture in which government is insensitive to the plight of teachers is condemnable. It is sad to note that even the 27.5% increase in the salary of teachers approved by the government in 2008 to take effect in January 2009 has not been fully implemented and teachers are always warning up for strike.

## **CHAPTER THREE**

### **METHOD OF DATA ANALYSIS**

#### **Introduction**

This chapter deals with method and procedure employed by the researcher in carrying out the study under the following subheading.

- Design of the Study
- Population Of the Study
- Sample And Sampling Technique,
- Research Instruments
- Validation Of Instrument
- Reliability Of Instrument
- Method Of Data Collection
- Method Of Data Analysis.

#### **Design of the Study**

The Study adapted the Survey research design. This design was employed for the study because it described in detail a phenomenon-challenges of teaching history in Secondary schools.

#### **Population of the Study**

The population of the study comprised all History teachers in the 16 government owned Secondary schools in the Ukwuani Local, Government Area of Delta State

#### **Sample And Sampling Technique.**

The sample of the study was made up of one hundred history teachers drawn from ten randomly selected Secondary Schools in Ukwuani Local Government Area of Delta State. The hundred history teachers were selected with the use of purposive random sampling technique.

### **Research Instruments**

The instrument used in generating data for the study was the questionnaire. The questionnaire which was drafted by the researcher himself was made up of two sections (A and B). Section A comprised of questions from respondents bio-data, while section B comprised of questions drawn to cover the research raised to guide the study.

### **Validation Of Instrument**

In order to ascertain the face and content validity of the questionnaire, it was submitted to the researcher's supervisor for scrutiny, suggestions and corrections. The suggestions and corrections made by them were incorporated into the final draft of the instrument.

### **Method Of Data Collection**

The researcher administered the questionnaire personally to the respondents within the period of one week. After administration, the researcher wanted to collect the questionnaire back on the spot. This was done to ensure that no instrument was missing.

### **Method Of Data Analysis.**

The data generated with the questionnaire was analyzed with the use of tables and sample percentages. This method of analysis was employed because the instrument used in generating the analyzed data was the Yes or No questionnaire.

## CHAPTER FOUR

### RESULT OF DATA ANALYSIS

In this chapter, the researchers presented the data collected and analyzed.

The researchers questionnaires are presented one after the other and the data from the questionnaires were also presented which are the views and opinions of the respondents to the questionnaires. All these are presented in the tabular form and analyzed for comprehension. A total number of one hundred and twelve questionnaires were designed and distributed, but one hundred and one were returned.

**Research Question 1:** To what extent does shortage of qualified History teachers affect the teaching and learning of History in Ukwuani Local Government Area Of Delta State?

To answer the research question items 1-3 were used.

**Table 1:** Table showing the responses on the extent to which shortage of qualified History teachers affect the teaching and learning of History in Ukwuani Local Government Area Of Delta State.

S/N	Item	Agree %	Disagree %	TOTAL
1	There is shortage of qualified History teacher in senior secondary schools in Ukwuani LGA.	47 (47%)	53 (53%)	100
2	Lack of proper training has led to the shortage of qualified History teachers in senior secondary schools in Ukwuani LGA	63 (63%)	37 (37%)	100
3	The inability of some teachers to impart the knowledge to History to the students lead to shortage of history teachers in the local government.	44 (44%)	56 (56%)	100

Source: Field Survey

The analysis of item one on the table indicated that 47(47%) of the total respondents agreed that there are shortage of qualified history teachers in secondary schools in Ukwuani Local Government Area of Delta State, while 53(53%) of the respondents disagreed.

The analysis of item 2 in the same table showed that 63(63%) of the respondents agreed the Secondary Schools in Ukwuani Local Government Area lacked history teachers because of lack of proper training of history teachers, while 37(37%) of them disagreed.

Lastly, the analysis of item 3 in the same table revealed that 44(44%) of the respondents agreed that the inability of the history teachers to impart knowledge to the students resulted in the shortage of history teachers in the Local Government Area.

From the above analysis, it is clear that there is no shortage of history teachers in the Local Government Area of Delta State.

**Research Question 2:** What are the problems students face in teaching and learning of History in senior secondary classes?

To answer this particular research question items 3-6 were used.

**Table 2:** Table showing the responses on the problems which students face in teaching and learning of History in senior secondary classes.

S/N	Items	Agree %	Disagree %	TOTAL	RESULT
4	Students are always late to their History lessons and most times they come unprepared	49 (49%)	51 (51%)	100	Rejected

5	Student dislike History because it involves cramming	63 (63%)	37 (37%)	100	Accepted
6	Student prefer using their money to buy textbooks	51 (51%)	49 (49%)	100	Accepted

Source:Field Survey

The analysis of item four on this table shows that 49(49%) of the total respondents agreed that students are always late to their history lessons and most times come unprepared,while 51(51%) of the students disagreed that students are always late to their History lessons and most times come unprepared.

The analysis of item five in the same table showed that 63(63%) of the respondents agreed that students like History because it involves cramming,while (37%) of them disagreed.

Lastly, the analysis of item 6 showed that 51(51%)of them agreed that students prefer using their money to buy textbooks, while 49(49%) of them disagreed that students prefer using their money to buy textbooks.

From the above analysis,it is clear that History involves much cramming and they prefer using their money to buy textbooks.

**Research Question 3:** To what extent is teachers method of teaching influences students attitude towards learning History?

To answer this particular research question items 7-9 were used.

**Table3:** shows the response on the extent to which teachers method of teaching influences students attitude towards learning financial History

S/n	Item	Agree	Disagree	TOTAL
7	Teachers inability to use appropriate teaching method to teach a particular subject matter.	35 (35%)	65 (65%)	100
8	Lack of proper use of examples and illustration in teaching History, can influence students attitude toward learning History.	89 (89%)	11 (11%)	100
9	Inadequate provision of instructional material for teaching History can influence the student attitude towards learning History.	42 (42%)	58 (58%)	100

**Source:** Field Survey

The analysis of item 7 on table 3 indicated that 35(35%) of the table respondents agreed that Teachers inability to use appropriate teaching methods to teach a particular subject matter was a factor affecting this while 65(65%) disagreed.

The analysis of item 8 in the same table showed that 89(89%) of the respondents agreed that Lack of proper use of examples and illustration in teaching History, can influence students attitude toward learning History was a cause also while 11(11%) disagreed.

Lastly,the analysis of 9 in the table revealed that 42(42%) of the table respondents agreed that inadequate provision of instructional material for teaching History can influence the students attitude towards learning History was a cause too, while 58(58%) disagreed.

From the above analysis,it is clear that Teachers method of teaching influences students attitude towards learning financial History?

**Research Question 4** :What strategies could be adopted to minimize these problems facing students in teaching and learning of History in SSS classes.

To answer this particular question items 10-12 were used.

**Table 4:** shows the strategies that could be adopted to minimize the problems facing students in teaching and learning of History in SSS classes.

<b>S/N</b>	<b>ITEM</b>	<b>Agree</b> <b>%</b>	<b>Disagree</b> <b>%</b>	<b>TOTAL</b>
10	Organizing seminar and work shop for the History teachers can help to minimize these problems	39 (39%)	61 (61%)	100
11	Organizing proper enlightenment and re-orientation programmers' for the students on the future benefits of studying History can minimize these problems	54 (54%)	46 (46%)	100
12	Regular assignment for students can help to minimize these problems facing them.	23 (23%)	77 (77%)	100

Source:Field Survey

The analysis of item ten on table 4 indicated that 39(39%) of the total respondents agreed that Organizing seminar and work shop for the History teachers can help to minimize these problems,while 61(61%) disagreed that Organizing seminar and work shop for the History teachers can help to minimize these problems.

The analysis of item 11 on table 4 in the same table showed that 54(54%) of the respondents agreed that Organizing proper enlightenment and re-orientation programmers' for the students on the future benefits of studying History can minimize these problems while, 46(46%) disagreed.

Lastly,the analysis of item 12 in the table showed that 23(23%) agreed that Regular assignment for students can help to minimize these problems facing them while, 77(77%) of the respondents disagreed.

From the above analysis,it is clear that the following strategies could be adopted to minimize these problems facing students in teaching and learning of History in SSS classes

### **Discussion of findings**

From the summary, the researchers have discovered that From the data gathered, it was observed that teachers' methods of teaching influences students attitude towards learning History. Therefore History teachers should be provided with adequate and appropriate instructional materials for effective teaching and learning of History in senior secondary classes in Ukwuani LGA.

## CHAPTER FIVE

### SUMMARY, CONCLUSION AND RECOMMENDATIONS.

#### Summary

. The study began with a general introduction, where the background to the study and statement of the problems were highlighted. This was followed by the purpose of the study, research questions, significance of the study, scope and delimitation of the study. The framework within which the investigation was carried out was also provided. A review of related literature was carried out to provide the practical basis for data interpretation, result findings and recommendation on the study. The review centred on the following themes: conceptual framework of morality, some effects of moral decadence, theoretical framework of moral

The researchers discussed the findings according to the research questions and tables where the data were presented. The findings from the analysis of the research question one in table 1 revealed that shortage of qualified History teachers do not affect the teaching and learning of History In ukwuani local government is moderate, the findings in table2 show the problem students face in teaching and learning of History in senior secondary classes. This is in line with the view of Getrude in Udo(1995) that said that for effective learning to take place learners are supposed to be supported with essential equipment like textbooks and libraries. In research question 3, we find out the extent to which teachers' methods of teaching influences students attitude towards learning History. This corresponds with the view of Onyemerekeye(1998) who said that the method which the teachers of History adopted has been one of the major problems facing teaching and learning of this subject. Also the importance of instructional materials which

tallies with the view of Ikeh(1999) which enhances student concept being taught. In research question 4 the researchers find out those strategies which could be adopted to minimize these problems facing students in teaching and learning of History in sss classes.

## **Conclusion**

From the findings of the study the following conclusion were drawn on shortage of qualified History teachers that there is no shortage and that the teachers methods of teaching influences students attitudes towards learning History Students dislike History because it involves calculations. these are some of the problems facing the teaching and learning of History In Ukwuani local government.

## **RECOMMENDATION**

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

1. Government should equip schools with instructional materials as this will facilitate effective teaching and learning of History in schools.
2. Schools should be visited and supervised regularly so as to ensure that the expected level of learning are achieved.
3. Government should ensure that teachers are well trained and equipped and be competent enough to impart the knowledge to the students.
4. Students should be encouraged to buy textbooks and writing materials on History.

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## Questionnaire

Department of ....

Faculty of education

University of benin

Benin City ,Edo State

Dear Respondents

I am final year students in the department of Educational foundation of the above mentioned institution. We are conducting a research on the problem facing the teaching and learning of History in senior secondary schools in Ukwani LGA as our area of study. You are humbly requested to fill the questionnaire by ticking appropriately from the alternative provided for each question as the information gathered from these question will assist us proffer solution to the above mentioned topic.

Yours faithfully

**Diokpala Ifesochi**

## SECTION A

### Personal Data

Instruction: please tick (✓) against your chosen opinion.

1. Gender Male

Female

2. NAME: -----

3. SCHOOL:-----

4. CLASS:-----

### Question 1

To what extent is shortage of qualified History teachers affect the teaching and learning of History in Ukwuani LGA?

S/n	Items	AGREE %	DISAGREE %	TOTAL
1	There is shortage of qualified History teachers in senior secondary schools in Ukwuani LGA.			
2	Lack of proper training has led to the shortage of qualified History teachers in senior secondary schools in Ukwuani LGA.			
3	The inability of some teachers to impart the knowledge of History to the students lead to the shortage of history teachers in the local government.			

## Question 2

What are the problem students face in teaching and learning of History in senior secondary classes?

S/n	Items	AGREE %	DISAGREE %	TOTAL
4	Students are always late to their History lessons and most times they come unprepared			
5	Student dislike History because it involves calculation			
6	Students prefer using their money to buy textbooks			

## Question 3

To what extent is teachers method of teaching influences students attitude towards learning History?

S/n	Items	AGREE %	DISAGREE %	TOTAL
7	Teachers inability to use appropriate teaching method to teach a particular subject matter			
8	Lack of proper use of examples and illustration in teaching History can influence students attitude towards learning accounting.			
9	Inadequate provision of instructional materials for teaching History can influence the students attitude towards learning History.			

Question 4 What strategies could be adopted to minimize these problems facing student in the teaching and learning of History in sss classes

S/n	Items	AGREE %	DISAGREE %	TOTAL
10	Organizing seminars and workshops for the History teachers can help to minimize these problems.			
11	Organizing proper enlightenment and re-orientation programmes for the students on the future benefits of studying History can minimize these problem			
12	Regular assignment for students can help to minimize these problems facing them.			

