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## The Bane of Studying History in Nigerian Secondary Schools

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### ABSTRACT:

*History as an intellectual discipline is important to both the individual and the entire society because it helps someone to be analytical and critical. It does help in the understanding of the past to know how the present challenges evolved and how to devise solution to them. However, despite these importance, there have been a steady decline in the study of history in Nigerian Secondary schools. The West African Senior School Certificate Examination (WASSCE) results in the last three decades have shown that the efforts of curriculum planners, Historical Society of Nigeria (HSN) and the teachers have little or nothing to control the persistent decline. This research was conducted to help understand the factors contributing to 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. Innovative recommendations were also suggested by the research.*

**KEYWORDS:** *Bane, History, Nigeria, Secondary Schools*

### INTRODUCTION

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. 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. 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.

From observation, it appears several Secondary School Teachers seems not to be skilled in the history teaching, and not professionally dedicated, coupled with inadequate instructional and reading material. These problems then points out that those constraints to effective teaching and learning of history could contribute to poor performance and decline in the interest of students in history. The question therefore is what are the factors causing the bane of studying history in Nigerian secondary schools with particular reference to Kogi State?

### **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 curriculum planners on the factors inhibiting effective teaching and learning of history in Nigerian Secondary Schools with particular reference to Kogi State. This is because information will be provided by beneficiaries of the curriculum (i.e students) and the implementers of the curriculum (i.e teachers). The information will be first hand and reliable due to the objectivity of the methodology of this study. From the information that will be derived from the respondents, the most influential problems factors will be discovered thereby exposing the main causes of the bane of history in Nigerian Secondary Schools especially in Kogi State

The result of this research will be able to bring into sharp focus the various forms of factors causing the bane of history in Nigerian Secondary Schools. This is because the forms of problems of effective teaching and learning of history in Nigerian secondary schools may not be restricted to only teachers and students. There could be problems from the school authorities, society etc. The researcher intends to find out. The result of this study will also enhance the efficiency and effectiveness of teaching and learning of history in Nigeria Secondary Schools. This is because from the information that will be derived from their students and colleagues, the teachers will know which areas of teaching they need to improve upon. Couple with the possible solutions that the researcher will suggest, everyone involved: students, teachers, school authorities, government and non-governmental agencies and the society as a whole will understand their role in the effective teaching and learning of history and work toward improving it.

### **LITERATURE REVIEW**

#### **Meaning of History**

Several authors and historians have tried to give satisfactory definitions to history. This researcher attempts to review some of these definitions in this study. One of the earliest historians to attempt an academic definition of history was a practicing historian of enormous

repute called E.R. Elton. Elton published his book *The Practice of History* in 1967 where he defined history as “the search for objective truth about the past”. He advanced that any study of the past should include the political events of the past and any history without this is not history. He maintained that the historian should concentrate on the documentary aspect of his evidence. This approach of Elton has been criticized to be too narrative.

There is no historical writing that is free of interest. No wonder the Italian thinker, Benedetto Croce said that “history is the record of the creation of human spirit”. And that “all history is contemporary history”. In other words, no sane scholar will save time, space and money into study which will not influence societal consciousness. That is why all historians study and write in order to influence contemporary thinking and action in the topic of their choice. “History is social memory and the study of change for change”. This was the opinion of Karl Marx. The German philosopher believes that history should be the study of the class conflicts between the bourgeois and the proletariat who will definitely overthrow the status quo for a socialist system of production.

The view of history of R. G. Collingwood can be summarized in his dictum “all history is the history of thoughts”. In his book, *The Idea of History*; the idealist historian argued that the evidences left behind by the past were meaningless unless the historian reconstructs the thought they express. That is, to get the root of the actions of what the agent was thinking before he carried out the action. He concluded that history is the reenactment in the historian’s mind of the thought whose history he is studying. One of the most prominent earliest historians was IbnKhalidun. He was born in Tunis in 1332 with Spanish origin. He sees history from a cyclical nature with his concept of *Asabiya*. He said human society was changing with no permanent situation. Khalidun opined that history has to do with the rise and fall of states as a result of power struggle among groups. The group or dynasty with the higher innate “*Asabiya*” which he said means “group feeling or solidarity” will always overthrow the others.

However, the most popular and acceptable definition of history is the one provided by E.H. Carr. This is because of his progressive view of the importance of understanding history as both the day to day activities of man and the study of these activities. In 1961, Carr published his book titled *What is History* which defines history as “a continuous process of interaction between the past and the present and an unending dialogue between the historian and his facts”. Continuous interaction between the past and present underscores the daily activities of human beings. While the unending dialogue between the historian and his facts represent history as a study.

## **IMPORTANCE OF HISTORY TO THE INDIVIDUAL AND SOCIETY**

The study of history plays an important role in the life of individuals, society at large and especially in the education of secondary school students. “Through the study of history, students will develop important historical knowledge and understandings and develop thinking, interpreting, analysing, presenting and performance skills” (Quanchi and Asofou, 2003). These skills enable history students to understand their own past and the connections of the past to the present. Students will then be better prepared to play a role and plan for the future. They will have a respect for the past, and know what they can do to protect and promote their own cultures and histories. They will become good citizens. They will be proud to tell the world who they are, where they come from and what they have

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achieved. And if lessons are well planned and prepared, teaching will promote curiosity in students – what actually happened last year, last century, a thousand years ago?

In the realm of intellectual discipline, the study of history can train pupils 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. 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 (Hill, 1953).

Adejoh, 2005 noted that the importance of history to an individual and the society is uncontestable because human experiences at times reoccur. Future, he said is like past and it is only by ascertaining accurately the cause of the past events that we may equip ourselves to solve the future problems of man. Adejoh argued further that the teaching and learning of history is necessary because it provides the necessary insight with which the nation can reposition her for socio-economic and political development.

Osuntokun, 2004 believes that student have no reasons to run away from learning history because of the fact that history holds the key to national development. He asserts that history is the basic to all knowledge, and that one cannot understand the political, social and economic transformation of the people unless it is rooted in the history of the people. He further said that history is still very relevant to the individual and the society because people that do not know the past cannot obviously appreciate the present and may not know how to live in a future. This is the more reason why history is very important to the individual and the society at large.

Omolewa, 2000 opines that we cannot undermine the importance of history to the individual and the society because history helps us to understand ourselves and other people. He further said that one of the greatest values of history to the individual and the society is to reveal the potentialities and the limitations of man. That is, history also helps us to understand what makes a man at any time what he is.

Fadeiye, 2006 noted that history plays a vital role in the life of an individual and in the society because the skills and values that the child acquired may inspire him base on the stories of great men and women and their achievement. He opines that the celebration of our historical heritage and legacies of our heroes will help our growth as a great nation which will go a long way to help our youth to cultivate our heroes' sense of transparence, patriotism and nationalism.

### **EMPIRICAL EVIDENCE**

In his study of 1983, A.A Adeyinka using 36 secondary schools in Oyo, Ogun and Ondo States (the Three-0-States) of Nigeria, found out that the “most prominent or most serious problems of History teaching in these states, as in Nigeria generally, are, in order of prominence, lack of essential teaching aids, absence of well-equipped libraries and History rooms, large and unmanageable classes, students' low standard of written English, inadequate motivation of History teachers, unwieldy syllabus, the lack of funds for excursions and educational visits, poor teacher preparation and teacher incompetence”.



Earlier in 1992, Adeyinka did a research on the Place of History in Nigerian Secondary Grammar Schools and discovered that as the curriculum of history was widened and more subjects examined at the School Certificate Examination, “the proportion of students taking History gradually dropped. Subsequently, employers began to discriminate, culminating in the situation that the Nigerian historian finds himself today: the high probability of unemployment in a country struggling to develop its scientific and technological potentialities. The result is that History, as a school subject, has become apparently unpopular in the Nigerian society”.

According to Fadeiye 2006, lack of interest on the part of the history teachers contributes to ineffective teaching and learning of history because some history teachers takes the teaching profession as a hobby and consequently pay no attention to it while they devote much attention to other areas where quick money can easily be made. These kinds of teachers take the teaching of history with levity. A teacher that is not sincerely committed would not motivate or encourage his students efficiently, and this in turn makes the lesson very dull and uninteresting. This problem of lack of interest by history teachers was also discovered by Ogin, 1994.

Uka, 1974 noted that the existence of a large number of untrained teachers in our schools contributes to ineffectiveness of history teaching and learning in Nigerian secondary school. Corroborating the findings of Uka is Idoga, 2005 who discovered that “lack of adequate teaching staff has come to worsen the problem of teaching and learning history teaching and learning in Nigeria secondary school. And we know the quality of the teachers determines the quality of the education given the students. The fact is that qualified teachers impact better knowledge to the students than the unqualified ones.

Adams, 2007 observes that some teachers are qualified but Lack the modern instructional materials to bring the subject to the level of the secondary school students to learn and understand effectively. Omolewa, 2000 noted that the hue and cry about the poor performance of history student is as a result influx of non-professional teacher who are today found in large numbers in our school. Those types of teachers, he observed lack the basic teaching method which is the bedrock for effective teaching. Omolewa further noted that the lack of interest by history students is because of lack of necessary aids and field work. Students need practical experience and necessary teaching aids to quicken their understanding.

Ogunsola, 1997 opined that most of the knowledge imparted on history student contains elements of distortion and mis-information of knowledge. The reason for this Ogunsola stated is because of lack of current history text books. Most history text books are written by Europeans and this treat history from Europeans perspectives which invariable affects their view about been able to produced enough books to counter the Eurocentric view of African history.

## **METHODOLOGY**

### **Research Design**

This work is a survey. It is designed to find out the problems contributing to the bane of history in Nigeria’s secondary school. The survey method is the most appropriate for obtaining factual or attitudinal information or for research questions about self-reported beliefs, opinions, values, motives, ideas, habits, feelings, desires, characteristics and present or past behaviour (David &

Sutton 2004). A substantial number of studies in the field of education use the survey method. Kerlinger quoted in Chireshe, 2006 regards the survey method as a useful tool for educational fact finding. Since the present study sought to obtain descriptive and self-reported data from history teachers and students of their perceptions of history teaching and learning, the survey design was the most appropriate

### **Area and Population of the Study**

The study was carried out in the secondary schools in Kogi State, Nigeria. The schools comprised both private and public owned secondary schools. The population of this research was three hundred (300), with sixty (60) history teachers and two hundred and forty (240) students offering history as a subject in thirty (30) randomly selected secondary schools in Kogi State. History teachers were selected because they are the direct implementers of history syllabus. They are well placed to give the required information on the effectiveness of teaching history. Students are the intended beneficiaries of teaching and learning history and for that reason they are in a position to provide information relevant for the assessment of history teaching and learning. The population (both teachers and students) was heterogeneous. It included school teachers from different age groups, different types of schools, different qualifications and experience. The population also included students from different age groups, different types of schools and different sex.

### **Sample and Sampling Techniques**

Thirty (30) secondary schools out of the fifty-seven (57) secondary schools offering history subject located in Kogi State constitutes the sampled schools. Ten (10) secondary schools were selected from each of the Senatorial district in Kogi State. Random sampling technique was used in the selection process. Random sampling is a sampling technique where a group of subjects (a sample) is used for study from a larger group (a population). Each individual is entirely selected by chance and each member of the population has an equal chance of being included in the sample. Random sampling is advantageous in the sense that it helps to avoid biases and can be used with large sample population.

### **Instrument for Data Collection**

A structured questionnaire was used in the collection of data on the factors affecting the study of history in Nigeria secondary schools with particular reference to Kogi State. It contained twenty-six (26) closed ended questions for the respondents based on a 4-likert scale option of Strongly Agree (SA), Agree (A), Disagree (D) and Strongly Disagree (SD). The questionnaire was used because it reduces bias that might result from the personal characteristics of the interviewer. There is also greater anonymity, which is associated with the absence of an interviewer.

### **Validation of Instrument**

One limitation of the use of questionnaire is the possibility of inclusion of ambiguous items. That is, if a questionnaire is not properly constructed, it may have unclear items and respondents might not understand them. This was overcome by asking an experienced history teacher to review the items and later thoroughly assessed and corrected by a chief lecturer and the researcher went to administer. There is also the possibility that some people who are not the intended respondents might have completed the questionnaires or respondents might have

consulted others. This would have meant that they will give others' opinions and not their own. Low response rate is a disadvantage of the mail questionnaire if completing the questionnaire is not made intrinsically rewarding. To guide against these, the researcher adopted the method of "wait and take".

### **Reliability of Instrument**

The test re-test method of reliability was used. Six questionnaires were tested. The Spearman's ranked ordered correlation co-efficient was used to test the result of the instrument. At the end of the calculation, the researcher arrived at 0.875 which is a significantly high correlation. This means the instrument is reliable. The calculations are presented in Appendix B.

### **Method of Data Analysis**

The data collected from the respondents with the use of questionnaire is presented in a tabular form, that is, statistical analysis. The data was analysed given the 4-likert scale option of Strongly Agree (SA), Agree (A), Disagree (D) and Strongly Disagree (SD). The rating of responses was as follows: SA=4 points, A=3 points, D=2 points and SD=1 point. And the mean score was used to analyse the responses based on a 4-likert scale at decision rate of 2.50 to accept or reject decisions. The method used in analysing the data is mean score. Any proposition with a mean score of 2.50 and above is accepted. While any proposition with mean score below 2.50 is rejected. The simple mean formula and analysis is presented in Appendix C.

### **Data Presentation**

The data is presented in Appendix A

### **Discussion of Findings**

From the analysis in the tables above, it shows that all the respondents believe that inadequate well trained teachers are problems hindering the study of history in Nigeria. While majority of the respondents rated poor commitments of teachers as a factor contributing to the bane of studying history. This conforms to the findings of Fedeiye, 2006. Though, some teachers vehemently disagree, poor preparation of teachers was still rated by majority of the respondents as a serious problem in the decline of the study of history. Poor method of teaching also got a majority acceptance by all the respondents as a serious problem.

Poor cordial relationship between teacher and students was rejected. This is an indication that there is cordial relationship between the teachers and the students. However, the research shows that teachers' incompetence, teachers' inability to give the students practical activities, inadequate instructional materials, history textbooks being voluminous, shortage of archives and museums and irregular excursion characterizes the challenges of learning and teaching history in Nigerian secondary schools. This response is in agreement with the findings of Imhanyelea, 1999.

This study discovered that history is not particularly marketable as such history is not regarded with high esteem and the society does not motivate teachers enough. This means employment opportunity is limited in the society for a history graduate. These problems did not make parents discourage their wards from studying history. It also shows that though, African history is no more Eurocentric, majority of the available history textbooks are obsolete. And despite the wide

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scope of history, teachers still do their best to complete the syllabus because they have enough time allocated to them.

There is a significant difference of perception by the students and the teachers on the question of cramming of dates in history as not a problem. Almost all the teachers rated it negatively but all the students rated it positive. Students' low standard of written English is regarded as a problem. While large classes is no more a problem as some classes are as few as two (2) students. In an attempt to find out the domain of learning mostly affected by these problems, certain questions were posed. History textbooks are too theoretical, lack of skills acquisition opportunity and majority of methods and techniques of teaching not applicable to history were accepted as problems. This shows that history focuses more on cognitive and affective domains to the neglect of the psychomotor domain of learning. This is a big problem because the psychomotor objectives of lessons usually make lessons very interesting for both the teachers and the students.

### RECOMMENDATION

Conscious effort can be made to solve or minimize the issues that are leading to the bane of history in Nigeria. In the light of this, the following recommendations which the researcher believe will greatly solve or reduce these problems are given below:

Government should make a deliberate effort to implement compulsory study of history subject in primary and secondary schools all over the federation. Once it is compulsory no pupils or student can escape learning it. And the pupils and students will imbibe the value of history from an early life. Adequate qualified history teachers should be employed and posted to Secondary Schools to teach history. This is because they (qualified teacher) would be more committed and dedicated to the teaching of history than untrained ones who pick the teaching appointment accidentally.

School authorities should make modern instructional materials like audio-visuals available because they have become almost indispensable to have effective teaching-learning experience. History teacher are advised to use these materials and where they are not available, teachers should try to improvise. Teachers should also be creative and make use of the material from their immediate environment, since the use of relevant instructional materials can capture the attention of and stimulating learners.

Teachers should be more enthusiastic about their work. Enthusiasm is the first and most important way to bring life to any classroom. The teachers' enthusiasm for the topic and teaching is the key to success. Any lack of enthusiasm is unfair to the students. Enthusiasm is something inspiring zeal or fervor. Teachers need to be inspired and they need to inspire their students. To be inspired, teachers must love what they teach. They need to know their subject and learn something more about it each day. And teachers must make what they teach a part of them. When their students see and understand these qualities, they should be inspired and enthusiastic about learning history. Enough relevant history textbooks should be provided to Secondary School libraries. Archives and museums that are well stocked with impactful artefacts should be provided for Nigerian secondary schools. This will enable both students and teachers of history make use of them to enhance effective teaching and learning of history.



Meanwhile, teachers should rely less on textbooks. Too many history textbooks tend to be dull, boring, and bland. One cannot really eliminate the textbook entirely, but teachers should not make it their sole authority. Let the textbook guide the outline for the course, but teach from other sources, especially primary sources, as well. They should pick the best historical sources that are a pleasure to read. For example, when one studies the history of Nigerian independence, recordings of people like President Nnamdi Azikiwe, Ahmadu Bello and Obafemi Awolowo should be played for the learners. And if it is the history of apartheid in South Africa, the recordings of people like Nelson Mandela are very important. These are all primary sources and there are plenty of other great examples that can be used. The teacher should choose sources that have had the greatest impact on him. Not only will they inspire the students, but he can also teach them with passion. Preparation is the key to making the most of these sources.

Teachers should give test and assignment at regular interval. Students should be given questions that will get them to look for important ideas and points while they read. Regular test and assignment will enable student not only to understand and enjoy history lesson but will promote healthy competition among student. These will prepare them for internal and external examination like West African Examination Council (WAEC) and National Examination council (NECO) amongst others.

History syllabus should be reviewed regularly to make the Nigerian history more important and reduce the emphasis on foreign history. This will help reduce the scope taught in secondary schools and help the teacher to avoid omitting topics in the syllabus in a desperate attempt to cover the syllabus.

There should be regular inspection of history teachers by the authorities concern as these will make the teacher and the student to be more committed. Team teaching and excursion should be organized frequently and provision should be made for this in the school time – table. Students see excursion as a very interesting programme. This could easily stimulate their interest in history subject in school. More practical activities that will stimulate the psychomotor objectives of learning should be enhanced in the syllabus of history. Activities such dramatization, simulation, drawing of maps and heroes, molding and crafting of artefacts will surely suffice.

Finally, qualified history teacher should be motivated by the government, non-governmental organization (NGOs) and other relevant agencies to take up appointment with Secondary School in the country instead of going to work in other places. This can be done by providing proper remuneration to teachers, like commensurate salaries, wages, incentives and allowances as at when due. In addition, history students and teachers should be given scholarship to motivate them and to help teacher further there studies in history.

## CONCLUSION

From the analysis of data collection, important findings were made and these facts emerged: Nigerian secondary schools do not have adequate trained history teachers.

The commitment of the available history teachers is very poor.

Those history teachers available do not usually prepare for lessons properly.

The methods and approaches of history being used by the history teachers are not effective.

The history teachers available in Nigerian secondary schools are incompetent.

History students in Nigerian secondary schools are rarely engaged in practical activities. Modern instructional materials are not provided for proper teaching-learning experience in Nigerian secondary schools.

There are shortage of archives and museums in Nigerian secondary schools.

Excursions are not regularly organized for the history students in Nigerian secondary schools.

The Nigerian society does not recognize history as an important subject.

History is not marketable like other subjects such as Economics, Mathematics etc.

History teachers are not motivated to give their in performing their duties.

The scope of history is too wide as such the teachers hurriedly teach the topics to complete the syllabus.

History as a subject is more theoretical than practical.

Students find it difficult to cram the countless dates of events in history.

The low standard of written English of the history students makes it very difficult for the students to properly express what they have learnt in history.

History textbooks are too voluminous which discourages students.

Time allocation is not a factor responsible for the decline in the study of history.

African history taught in Nigerian secondary schools is no more Eurocentric.

History teachers usually complete the syllabus.

History classes are no more overcrowded because some history classes are as few as two (2) students.

One significant findings of this study is that history tends to ignore the psychomotor objective of learning. This is because history offers little or no practical activities. Considering the fact that achieving psychomotor objectives help lessons to be very fascinating and easy assimilation, this problem is inimical to the study of history in Nigerian secondary schools.

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## Appendix A

### Data Presentation

S/N	STATEMENT	X <sub>1</sub>	$\bar{X}_1$	X <sub>2</sub>	$\bar{X}_2$	$\bar{X}_3$	DECISION
1	Inadequate trained history Teachers	210	3.50	930	3.88	3.69	Accepted
2	Poor commitment of history Teachers	162	2.70	803	3.35	3.03	Accepted
3	Inadequate modern instructional materials	240	4.00	960	4.00	4.00	Accepted
4	Irregular excursions	240	4.00	960	4.00	4.00	Accepted
5	Overcrowded history classes	60	1.00	240	1.00	1.00	Rejected
6	Shortage of archives and museums	240	4.00	960	4.00	4.00	Accepted
7	Poor teacher – students relationship	104	1.77	450	1.88	1.83	Rejected
8	Non-involvement of students in practical activities	210	3.50	960	4.00	3.75	Accepted
9	African history is Eurocentric						
10	History textbooks not very current	101	1.68	454	1.89	1.79	Rejected
11	Students’ low standard of English	140	2.33	804	3.35	2.84	Accepted

	language						
12	Poor preparation of teacher	234	3.90	890	3.50	3.70	Accepted
13	Poor method of teaching	135	2.25	799	3.33	2.79	Accepted
14	Time allocation for lessons are too low	222	3.70	952	3.97	3.84	Accepted
15	Most parents discourages their children from studying history	114	1.90	460	1.92	1.91	Rejected
16	Most teachers don't complete their syllabus before end of term	118	1.97	574	2.39	2.18	Rejected
17	Incompetency of teachers	123	2.05	467	1.95	2.00	Rejected
18	Most history textbook are too voluminous	154	2.57	826	3.44	3.01	Accepted
19	History is not recognised as an important subject like sciences and languages	189	3.15	905	3.77	3.46	Accepted
20	History is not marketable as other fields of study like mathematics, Economics, Physics etc	196	3.27	944	3.93	3.60	Accepted
21	History teachers are not encouraged by the society compare to their counterparts in sciences and other fields	205	3.42	926	3.86	3.64	Accepted
22	History subject has a very wide scope to cover within a limited period	188	3.13	700	2.92	3.03	Accepted
23	History is full of date of events which scares students as they cannot cram these dates	133	2.22	701	2.92	2.57	Accepted
24	History textbooks are more theoretical than practical	240	4.00	960	4.00	4.00	Accepted
25	Skill acquisition is absent in history	200	3.33	955	3.98	3.66	Accepted
26	Most methods and techniques of teaching are not compatible with teaching history effectively	220	3.07	950	3.96	3.82	Accepted

## APPENDIX B

### Test-Retest Reliability

X	Y	rX	rY	d <sup>2</sup>	d <sup>2</sup> =(rX-rY) <sup>2</sup>
80	80	1	1.5	0.5	0.25
70	80	2	1.5	0.5	0.25
60	70	3	3	0	0
					0.5



$$r = 1 - \frac{6\sum d^2}{n(n^2-1)} \quad \text{Therefore,} \quad r = 1 - \frac{6 \times 0.5}{3(3^2 - 1)} = 1 - \frac{3}{3(9 - 1)} = 1 - \frac{3}{3(8)} = 1 - \frac{3}{24}$$

$$r = 1 - 0.125 \quad r = 0.875$$

Test level of significance of correlation ( Spearman ranked correlation co-efficient)

$$t = r \sqrt{\frac{N-2}{1-r^2}} \quad \text{Therefore,} \quad t = 0.875 \sqrt{\frac{3-2}{1-0.875^2}} = 0.875 \sqrt{\frac{1}{1-0.7656}}$$

$$t = 0.875 \sqrt{\frac{1}{0.2344}} = 0.875 \sqrt{4.2662} = 0.875 \times 2.0655$$

$$t = 1.8073$$

## APPENDIX C

### Mean score formula and analysis

$$\bar{X}_1 (\text{teachers}) = \frac{\sum f(x)}{N} \quad \bar{X}_2 (\text{students}) = \frac{\sum f(x)}{2} \quad \bar{X}_3 = \frac{X_1 + X_2}{2}$$

Where:

F = Frequency of response

X = Weighted response (likert)

N = Total number of response

$\bar{X}$  = Mean

The decision rate of 2.50 was obtained by calculating the weighted responses of the likert scale

As:

$$\begin{aligned} \bar{X} &= \frac{\sum f(x)}{N} \\ &= \frac{4 + 3 + 2 + 1}{4} \\ &= \frac{10}{4} \\ \bar{X} &= 2.50 \end{aligned}$$