

FACTORS MILITATING AGAINST EFFECTIVE TEACHING AND LEARNING OF HISTORY AMONG JUNIOR SECONDARY SCHOOL STUDENTS IN ENUGU STATE, NIGERIA

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Abstract

History is an important subject which conveys invaluable lessons from the past whose worth transcends regional, national and cultural boundaries; therefore such a subject needs to be taught well in schools in order to make learners gain appreciation of its relevance. However government is yet to take the teaching and learning of History very serious in junior secondary schools as proposed through its policy to bring back the glory of the subject as observed by the researcher hence the ban and re-introduction of the subject resulting to loss of interest by students who decided to sought refuge in other alternative subjects like Civic Education and Social Studies. This study therefore investigates the challenges militating the teaching and learning of History among junior secondary school students in Enugu state. Three research questions and hypotheses guided the study. The study was conducted using descriptive survey design with a sample size of 20History teachers and 100 students who were chosen using stratified sampling technique. A close ended researcher designed questionnaire was used to obtain responses from the teachers and students respectively. The instrument was face validated by three experts from the department of Education Foundation and History/ International Relation from Enugu state University of Science and Technology and Nnamdi Azikiwe University Awka respectively. Internal consistency was determined using Cronbach alpha reliability co-efficient with 0.82 obtained from the pilot study. The research question was answered using mean and standard deviation while the differences between the response of teachers and students were analyzed using T-test. Based on the findings, it was recommended that government should develop the political will to enforce the compulsory study of history in junior secondary schools as one of the core subjects so that adequate knowledge of Nigerian's past will help enhance and foster patriotism among the students because just like George Santayana said " Those who cannot remember their past are condemned to repeat it"; History will help students learn from the past in order to correct the future.

Keywords: History, Effective, Teaching, Learning, Junior Secondary School Students.

Introduction

There are different subjects taught at junior secondary school level in Nigeria that are deemed essential in contributing to personal, societal and national development, international

cooperation, integration and academic achievement. These subject ranges from pre-vocational, sciences, technical, humanities and art subjects which are recognized as genuine fields of academic scholarship. History as a subject falls within the general art and has for a long time enjoyed a place in Nigeria's school curriculum especially in senior secondary level until it was banned by Nigeria's government in 2010 and re-introduced eventually in 2017 whilst being introduced to primary and junior secondary levels. Education at junior secondary school level is the bedrock and foundation for higher knowledge in senior secondary level and tertiary institutions. It is an investment as well as instruments for achieving technological, scientific, cultural, social and political developments. This is why the Federal ministry of Education (2007) stipulated national policies for secondary school as an agent of national development that fosters individual development for further societal worth and development with equal opportunities for all. However, no nation can function academically, politically, culturally, socially and economically when her students lack knowledge about her past. It can be likened to a nation living without memories or brain hence the need for teaching and learning of History to be taken seriously as it has the capacity to destroy the country's younger generation and future workforce. Furthermore, academic performance among secondary school students has always been a matter of great concern to educational stakeholder comprising parents, educators, students and government. Though a lot of measures have been taken over the years in order to improve on the situation nevertheless, a large number of junior secondary school students still perform poorly. This is because they lack adequate foundation from memories of the past and experiences from older generation which helps them see and appreciate hard work, determination, resilience, cooperation among others which fosters individual achievement and national development (Animba, 2018). Nigerian youths in recent times have exhibited behaviors that has really question the unity, statehood/nationhood of Nigeria. This can be seen in the last "ENDSARS" protest across the nation where monuments and artifacts of national importance and unity were destroyed signifying to a large extent that an average youth lacked foundation on how those national monuments came to be. It's important to state here that the researcher believes on the fundamental right of a citizen to express his/her anger and dissatisfaction through protest; however the way and manner national monuments were desecrated during the protest called for a serious national thinking especially in regards to teaching and learning of History among students who make up about 60% of Nigerian's population (Guardian Newspaper, 2017). This has led to serious investigation by researchers on the reasons the youth are yet to learn from their past.

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

elective for Art students in senior secondary level (Cobboid & Oppong, 2010). Some aspect of History was also assimilated into civic education which was taught from primary school level to junior secondary.

The term “History” means different things to different philosophers of History and Historians. Animba, 2018 posited that History is to people what memory is to individual which is why people who lack knowledge of their past or are ignorant of their past becomes victims of past mistakes. This is because with collective amnesia, they gallop blindly into the future without any knowledge or guidepost of precedence to shape their course (Alabi, 2020). Thus he opined that such people are likely to suffer from historic myopia as their future will remain uncertain. Similarly Animba (2019), stressed on the fact that history helps one to master and understand the past because that is the key to understanding the present. Furthermore, Prof, G. R Elton defined history as a subject which is concerned with all of human sayings, thoughts, deeds and sufferings which occurred in the past and have left present deposit. To Prof, Carl Gustavson, History is a mountain top of knowledge from where the doings of our generation may be preserved and analyzed into proper dimension. He further stressed that History enables a person to see himself as part of the living process of human growth which has emerged out of the past and project itself beyond our life time. Jekayinfa (2010), further posited that History is the account of the past events investigated, analyzed and interpreted in order to discover generalization that are helpful in understanding the present and to a limited extent in anticipating the future.

As a study of the past, History is a force which propels human into asking questions arising from the past which when left unanswered has the tendency of destroying the future (Animba, 2019). History draws on significant events of the past to inform the present while safeguarding the future. Similarly, History does not only study the past in isolation from the present but relates intricately with the success, achievements and failures of antecedents generations to the contemporary case and sets the stage for a better living in the morrow (Boade, 2016). In the same light, History is also a systemic account of the past events in relation to the present in order to be able to predict the future for the purpose of shaping it for better (Alabi, 2020).

Reasons student should study History in junior secondary level are:

- Understanding who we are: Through historical description of events, the existence of different nations, culture, society, people, ethnic group among others; it becomes easier to understand who we are, who we are as a nation and what human race is (Animba, 2018). For example, the History of Igbo race is traced back to Eze Nri of Agukwu Nri in Anambra state which is why Igbos believed Nri to represent its cradle of civilization (Encyclopedia Britannica, 2020). This means that a nation that refuses to recognize and value its History whether good or bad may never learn to do better in the future because History helps to shape the future with a better understanding of itself and where it is coming from.

- A simple way to understand our world: The study of History helps us to have better understanding of our planet and the world. Through historical framework, students can look closer at past events, compare them with reality before having a definite conclusion.
- History gives us ground to change the world for better: Nations that are well informed about their past through History are not to repeat the mistakes of the past however they learn from the mistakes and success of their ancestors and leaders; use it as a foundation or a stepping stone to develop a better world for her people. This is because past experiences helps a student take a wise decision today, understand the importance of change and reform himself and his society in an improved, modernized and innovative way.
- Through historical studies, insights are gained on different cultures of the world. This is because History helps a student to compare his culture with other cultures which helps him become more conscious and aware of cultural limitation, strength and weakness.
- By studying History, students gain transferrable skills like reading, critical and creative thinking, informed citizenship and intuitive and empathetic living (Alabi, 2020).
- History promotes good citizenship by cultivating and promoting ethical and moral system as a member of a society. It is not enough to teach students at junior secondary level about rights and obligation, amalgamation, independence among others without giving them a well detailed analysis of how they came to be. It gives students better understanding on why the present is the way it is.
- History is fun. It involves creative imagination, stories about the past and foster interaction between a student and his physical world. This is because it helps a student understand that he is a product of collective effort, resilience, struggle, unity and sacrifices of people of the past. It also facilitates personal and collective identity and growth.

History education not only provides students with nostalgic glimpse of how things used to be but its lessons can teach them things that are important for life today. History education is filled with the riches of all stories, saddest and best stories of the world and the most shocking stories. It includes story of all people, in all places at all times which helps to shape one's future. Moreover. As an important subject it provides identification skills and models for good and responsible behaviors as well as learning from the past (Cobboid & Oppong, 2010). This is because the more students learn about the past, the better prepared they are for the future hence remembering the past helps them realize that they are responsible for building a legacy for future generations, considering the greed that caused the War of the Roses. The family misunderstanding that caused the First World War, the quest for power that caused the Second World War and the nepotism, corruption and disunity that caused Nigerian-Biafra civil war; who would want to repeat them (Animba, 2018)?. Like the Spanish Philosopher and Historian said "Those who do not remember their past, are condemned to repeat it"). Samuel Johnson (2016), opined that it is only through History education that students can

understand and appreciate their background, culture, racism, beliefs, values, traditions of others. On the submission of Audu (2014), the goal of teaching History in secondary schools is to help students develop integrated spiritual world through assimilation of the ethno-cultural, national and universal values that has been developed in the course of historical development and giving them experiences in defining themselves in relation to those values. Similarly, teaching History in secondary schools helps students not to get lost in the journey of life by helping them become well informed due to its political, value, moral and religious connotations hence understanding the legacy of the past in the present and according it the respect it deserves (Animba, 2019). The “ENDSARS” experience attested to the fact that both Nigerian government and her citizens lacked this all important understanding of the past hence the various repetition of the mistakes of the past. History education raises a high level of awareness and consciousness in secondary student which quickens their mental intelligence making them break forth from status quo by asking questions, being agents of change in order to contribute positively to the nation. According to Guardian Newspaper (2017), a better understanding of History can help students to become better citizens with moral values who see themselves as the mirror in which a nation sees itself. This will help to enhance their patriotism.

With the seemingly problems and crises Nigerian society has been subjected to especially in this 21st century, the utility of History as a core subject in junior secondary school cannot be overlooked as most of the current problems facing Nigerian society are embedded in historical issues. However with the universalistic worth of History notwithstanding, History is one of the least studied subject in secondary schools especially in Enugu state. For instance, West Africa Secondary School Examination Council (2006), compared the entry statistics among History, Government and Economics for the senior secondary school certificate examination in Nigeria organized between 2000- 2006. From the comparison, it was observed that the period prior to the eventual banning of History in secondary school, History recorded the least among subjects registered by senior secondary students in external examinations. Subsequently, out of all students who sat for general Art subjects, only 2% offered History as compared to 65% and 60% in Government and Economics respectively. Further decline was seen from 2007 onward when the population of History students divided further to 0.05 as compared to enrolment in other subjects in the Art category (WAEC, 2006). This decline further accelerates to 0.005% when the government of the Federal Republic of Nigeria banned it as a school subject in 2010-2017 (Guardian Newspaper, 2020). At the University level also, there was massive decline on studying of History as a course due to the fact that it was no longer an education subject at Secondary school level. This was seen in the instance where only a few undergraduate students ended up graduating as in the course regardless of the number of students admitted yearly to study History. Some university ended up making it look attractive by the addition of International Relations; yet students ran away from studying it. This trend continued today as many students turn down invitations given to them by History department to major on the subject.

The foregoing picture points to the fact that the subject has become increasingly unpopular among students in Nigeria even with the eventual re-introduction by the government in 2007 as approved by Nigerian Educational, Research and Development Council (NERDC, 2007).

Despite its overwhelming importance Taylor & Young, 2003, argued that History is gradually losing its grip in Nigeria's education system posing a serious question "What is the fate of History in Nigeria and Enugu state in particular"? This is because historians, history educators and lovers of the subject attribute a host of factors relating to Pedagogy, availability of human and material resources and the attention given to the so-called economically viable subjects as some of the factors posing as challenges for effective teaching and learning of History in Junior secondary schools in Enugu state. Since it is difficult to hold a single factor responsible for militating against teaching and learning of History in junior secondary school in Enugu state, the researcher decided to embark on in-depth investigation on factors affecting this all important subject both teaching and learning wise. This is because from student's angle, they are yet to come to terms why they get to retain a lot of historical information that they don't feel like they will end up remembering five years down memory lane (Rum, Tan, 2018). Moreover, since History classes involves rote learning where a lot of information is rambled by the teacher about events that took place or reading of many chapters of a thick voluminous book thereby making History so boring. Students also believe that History is just about dead people because it only exposed topics about individuals that existed in the past. Hence, this huge misconception has been able to affect the mindset of students hence making them believe that History is just memorization of people, places and dates, a lecture and text reading that will not add any significant value to their life (Animba, 2018).

Therefore, the challenges of teaching and learning History cannot be disassociated from how the subject is taught in junior secondary school level. For example, Boadu, Awuah, Ababio & Eduaquah (2014), observed that for some time History teachers have adopted the classical method of teaching with little or no innovation. This the teachers do without taking cognizance of the fact that age of a student determines the teaching methodology to be used (Animba, 2020). Since interest in a subject is gained primarily through the way the subject is taught/ presented to learners; issues and challenges surrounding the teaching and teaching of History might plausibly explain the current fate of History in junior secondary schools level. Since History is a living subject that deals with drama of human being, the state of the world which is ever growing; History should be presented arguable in a vivid manner in classroom with so much activity and life. It should be noted that teaching and learning of History in junior secondary schools in Enugu state is undergoing tremendous changes in terms of modernization, methodologies which can only be understood in the context of the subject especially with the recent re-introduction as education subject. This according to Ajayi (2015), is a clear process of becoming more varied and interesting with a possibility for greater personal input as a stand- alone subject.

Teaching according to Rajagoplan (2019), is an interactive process primarily involving classroom talk which takes place between a teacher and a student during definable activities. It is a scientific process whose content include communication and feedback. It is an interpersonal influence aimed at changing the behavior of another, an arrangement and manipulation of a situation with obvious gaps which students seek to overcome and in the process learn life changing skills. Teaching can also be conceptualized as a form of problem-solving and decision-making which can be likened to the work of a physician.

Characteristics of Teaching include:

- Teaching is an effective interaction between a teacher and a student
- Teaching is an act as it calls for the exercise of talent and creativity. It is also a science because it involves a repetition of techniques, procedures and skills that can be systematically studied, described and improved
- Teaching is dominated by the skills of communication
- Teaching is a triple process involving educational objectives, learning experiences and change in behavior
- Teaching is suggestive not dictating, democratic with the teacher respecting the students while encouraging them to participate in the process
- Teaching provides guidance, direction and encouragement to students. It is remedial, cooperative and helps student make adjustments in life.

Teaching stimulates students' power of thinking and direct them towards self-learning. It is a specialized task with a set of component set of instructional objectives that is well observed, analyzed and evaluated.

It is very important for a teacher to have an in-depth analysis of meaning before engaging in the teaching process. This is because it will facilitate the understanding of learning for the teacher and learning process needed for teaching History. Learning is a relative permanent change in behavior arising from experience (Animba, 2020). It is the act of getting experience, knowledge, skills and values by understanding what to do and how to do any task by synthesizing the different types of information perceived by us. Learning brings about changes in the existing behavior of an individual. It starts from birth to death and involves practice in order to produce a permanent change in behavior. However, learning not only brings about change in existing behavior but enables a student to acquire new behavior. It also prepares a student for adjustment and adaptation with the existing environment. Hence in teaching and learning, learning is the process of molding the structure of a student personality and behavior in a particular subject. It is also a continuous and comprehensive process which involves different method of covering the three domain of education which is cognitive, psychomotor and affective. There are different kinds of learning; individualized, formal, group, motor, informal, verbal, sensory learning among others.

Factors militating the teaching and learning among junior secondary school students in Enugu state include:

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

yet to conquer the factors militating against teaching and learning of History in the state. This is in response to the re-introduction of the subject back into the education system, modern instructional materials and teaching methodologies. These factors include:

- **Effective teaching methodology:** In teaching and learning of History, there is no special perfect or specific method which is generally accepted in order for learning to take place. This is because unlike other subject, History deals with in-depth causal and bitter issues of the past which must be stated the way it is without mincing words. Going by the society we have, students love to hear happily ever stories and not sad and bitter truths about the society. Therefore it becomes difficult for a teacher to protect them from these truth. There is also a need for a teacher to experiment on different teaching methodology for example dramatization, role playing, use of teaching aids like audiovisual and visual aids among others in order to make the lesson effective. Inquiry method, field trip, discovery and project method can also be used to heightened the students curiosity level towards historical topics. Furthermore, Animba (2019), posited that when the right methodology is not used, then the objective of the lesson will be lost. Since junior secondary schools in Enugu state do not use instructional resources frequently in teaching History lessons, student find the subject abstract and cannot easily relate with it nor find it relevant to their present.
- **Lack of instructional materials in teaching and learning of History:** Teaching and learning if History in junior secondary schools in Enugu state are faced majorly with the problem of lack of instructional materials like textbooks, graph, charts, video and audio aids among others. After the change in curriculum by NERDC and the re-introduction of History in Nigeria, teachers in Enugu state schools especially in junior secondary are yet to access instructional materials for their lessons. This is because a lot of historians and researchers are yet to work on textbooks and other instructional resources which will help in effective teaching of History in secondary schools. A lot of researchers and historians are skeptical and scared on government policies as no sensible government bans the teaching and learning a sensitive and important subject like History that fosters posterity and national legacy only to be re-introduced again. Hence many Historians still live in fear that the government is not serious about the subject therefore do not waste their time on researching on historical textbooks and other resourceful materials for the effective teaching and learning of the subject. This has really affected how History teachers teach their lessons especially without instructional materials to back them up. Without books, one is really blind (Animba, 2019) hence the rote memorization and abstractedness of the subject. Furthermore, cases where the resources are found, they are so expensive for both teachers and students as government do not subsidize them for school use.
- **Lack of knowledge on content:** With the ban on History years ago by Nigerian government, a lot of colleges of education and universities where History teachers are trained stooped studying the subject as a course of study in strict compliance with the government policy; hence the vacuum in the number of History teachers in Enugu state. With the recent re-introduction, efforts have been made to get History teachers who are just few on board, however with lack of History teachers the government resorted to the

alternative; which is the use of non-History teachers or teachers who studied other related courses but not History to teach the subject. This is a huge problem in junior secondary school in Enugu state as it leads to lack of coordination or correlation between the subject, teachers and students. For a History lesson to be effective there must be mastery of subject or content on the part of the teacher including synergy between the teacher, teaching methodology, instructional resources and students. However this synergy is lacking because some of the teachers lack skills for subject mastery and teaching methodology in teaching History. Hence, the result is hatred by students on History because there is a disconnection between the subject and teachers. In extreme cases some History teachers in Enugu state lack the ability to differentiate between religion, sentiments, social and cultural bias and historical fact, hence they present distorted facts to the students thereby preventing them from seeing the world for what it is while forming their own historical perspective. Also, some teachers lack the needed passion, enthusiasm and zeal to teach History. Some lack the extra push to make teaching of History fun. This is because they rely solely on their past experiences and methodology instead of upgrading to a more scientific, model and innovative way in teaching History (Ajayi, 2015).

Government Policy: Since the assumed realization of importance of History and subsequent re-introduction by the same government that banned the subject as a teaching subject, government has only paid lip service to the policies it has initiated so far since the return and giving it its rightful place accordingly (Ajayi, 2015). This is because a lot of school who understand the lack of seriousness by the government especially from the past, are yet to re-introduce the teaching and learning of History especially in Junior secondary schools in Enugu state. Furthermore, in Enugu State only 10% of public secondary schools have given priority to this clarion call of teaching History especially among junior secondary schools. Other schools prefer the status quo with the premix that the subject is very difficult for students, besides there are no teachers to teach it or instructional materials for effective teaching of History. Government is yet to make History either compulsory or feature in any important external exam like Unified secondary school examination and Basic Education Certificate Examination (BECE) for junior secondary three students. Therefore, most schools that started the teaching and learning of History in 2017 when it was re-introduced are gradually going back; citing the fact that students in the junior secondary schools are yet to write History in any important national exam outside the school.

Lack of Correlation between History and other subject: Here most teachers fail to correlate History with other subject. This is because they teach History in isolation instead of intertwining it with other subject of the world considering that History is the subject that torches every other subject hence the nickname “subject of all subject and beginning of all beginnings”. Since no subject is taught in isolation. History should be interwoven with sciences, civic, economics, crafts, Social studies, geography among others.

Misconceptions about History: Students lack understanding of the complexity involved in History. This has made them believe that historical answers are pre-determined. Others are unable to understand the traditional emphasis placed on coverage hence they see History as

a subject that is predictable without proper understanding that History is an ongoing process. Furthermore, teachers also find it difficult to transfer habits of mind from document to evaluation of change and causation in order for students to develop their own perspective before making a historical judgment.

Purpose of study

George Santayana said “Those who do not remember their past are condemned to repeat it”. Nigerian was on the verge of repeating past mistakes when it banned History, however it recovered from this grave suicide hence the re-introduction of History back to school as education subjects. Realizing that it was never too late to stand all over, History was made a stand-alone subject and subsequently introduced to Primary schools as well. This the government did in order to try to recover from its lost legacy through historical information. Since junior secondary level is made up of young students between the ages of 10-13 years with the ability to assimilate newer information without a prejudiced notion on what the right perspective. At this age they still lack critical and creative thinking hence it is very easier to help them change their perception towards a particular subject therefore there is need to reinforce the teaching and learning of History from them so that when they get to senior secondary, they can have an informed judgment about their past and a better future with full understanding of who they are. Therefore, in order to encourage the studying this all important subject knowing its effect in statehood and national development; the researcher x-rayed the factors militating the teaching and learning of History among junior secondary school students in Enugu state and possible solutions of making History a viable subject once again while taking its rightful place in communities, state and national levels.

Research Questions

- 1: What is the best teaching methodology for teaching History among junior secondary school students in Enugu state?
- 2: What is the effect of government policy on teaching and learning of History among junior secondary school students in Enugu state?
- 3: What is the quality of teachers teaching History in junior secondary schools of Enugu state?

Hypotheses

H01: There is no significant difference between the response of teachers and students on teaching methodology used in teaching History among junior secondary school students in Enugu state.

H02: There is no significant difference between the responses of teachers and students on effect of government policy in teaching and learning of History among junior secondary school students in Enugu state.

H03: There is no significant difference between the quality of teachers and teaching and learning of History among junior secondary school students in Enugu state.

Methodology

The study adopted descriptive survey research design. A survey design is that in which generalizations are made over the entire population from a sample population (Uzoagulu, 2013). The design was used because descriptive survey research allows for the description of condition and situation as they exist in their natural setting. The study was conducted in Enugu state Nigeria. The whole population of History teachers handling junior secondary school level in public secondary schools in Enugu was used for the study. In Enugu State, there six educational zones with 315 public secondary schools including Technical and vocational schools (PPSMB & STVMB, 2020). They consist of 20 teachers as a lot of schools are yet to include History as a teaching subject in junior secondary school level. Therefore there was no need for sampling and sampling technique since the whole population of teachers was small. However, 100 students were randomly selected from 8 secondary schools where History is taught at junior level with equal proportion between boys and girls. A researcher structured questionnaire titled "Factors militating against effective teaching and learning of History in Enugu state" was used for the study. The questionnaire contains 25 structured questions generated from extensive review of related literature and information on factors militating teaching and learning of History. Each item has two response options of (A) Agreed and (D) Disagreed. The instrument was subjected to face validation by three experts two from Department of History and International relation while one is from Measurement and Evaluation department of Education Foundation from Nnamdi Azikiwe University Awka and Enugu state University of Science and Technology respectively. The reliability co-efficiency of the instrument was determined using Cronbach alpha and a reliability coefficient of 0.82 was obtained.

A total of 159 copies of the questionnaire was administered to the respondents with the help of two teachers as research assistant. The teachers who worked as assistants were briefly trained by the researcher in order to assist in administering of the instruments to the respondents. A total of 130 copies of questionnaire was properly filled and returned. The responses was analyzed using mean and standard deviation in order to answer the research questions using real life limit hence 2.00-2.50=Very low extent (VLE), 2.50-3.00=Low extent (LE), 3.00-3.50=Great extent (GE) and 3.50-4.00=Very great extent (VGE). Pearson product moment correlation was used to measure the level of relationship between the responses and significance (r) obtained from answering the hypotheses at 0.05 level of significance. Similarly, when the cal (r) value was greater or equal to the crit (r) at 0.05level of significance and appropriate degree of freedom, the null hypothesis is rejected; otherwise the null hypothesis is accepted.

Research Question 1: What is the extent to which teaching methodology affects the teaching and learning of History among junior secondary school students in Enugu state?

S/N	Statement	Respondent	A	D	X	SD	Decision
1	I love to use student-centered method in teaching History	Teacher	17(85%)	3 (15%)	3.7	1.9	VGE
	My Teacher carries every student along	Student	60(60%)	40(40%)	3.2	1.8	GE

	when teaching History							
2	I adopt multiple teaching method in History in order to allow my student think critically and creatively	Teacher	14(70%)	6(30%)	3.4	1.8	GE	
	I love History because my teacher uses different method allows me think about historical issues on my own	Student	65(65%)	35(35%)	3.3	1.8	GE	
3	I use fieldtrip method to teach History because it helps my student connect to their physical environment	Teacher	7(35%)	13(65%)	3.3	1.8	GE	
	I love History because of the different connection I feel during our field trip	Student	30(30%)	70(70%)	3.4	1.8	GE	
4	I encourage peer-to-peer learning among my students	Teacher	11(55%)	9(45%)	3.1	1.7	GE	
	I love learning about historical events from my fellow classmates	Student	30(30%)	70(70%)	2.6	1.6	VLE	
5	I engage my students in discovery of historical secrets themselves	Teacher	9(45%)	11(55%)	3.1	1.7	GE	
	I love finding things out by myself. It's like working on a puzzle	Student	40(40%)	60(60%)	2.8	1.6	VLE	
GRAND MEAN: T=3.32, S=2.82								

Table 1 showed that when it concerns teaching methodology and History, both students and teachers agreed to a great extent that how a History teaching is carried out will determine if learning will take place or not.

Hypothesis 1: There is no significant difference in the mean ratings of teachers and students on the extent to which teaching methodology militate against effective teaching and learning among junior secondary schools in Enugu State.

Table 1b: T-test analysis of mean responses of the respondents on the extent to which teaching methodology affect teaching and learning of History among junior secondary students in Enugu state.

Variables	N	$\bar{X}$	SD	Df	T(cal)	t-critical
Teachers	20	3.2	1.78	119	0.61	1.85
Students	100	2.9	1.70	119		

Accept H1 and reject H0. This means that there is statistical difference between the response of Teachers and students on the effect of teaching methodology and teaching and learning of History among junior secondary school students in Enugu state. This is because both agreed that the right methodology influences effective teaching and learning of History.

Research Question 2: To what extent does government policy affect the teaching and learning of History among junior secondary school students in Enugu state?

S/N	Statement	Respondent	A	D	X	SD	Decision
1	I dislike teaching History because it is not compulsory	Teacher	17(85%)	3 (15%)	3.7	1.92	VGE
	I do not like learning History because it is not compulsory	Student	85(85%)	15(15%)	3.7	1.92	VGE
2	Government omission of History in external exams makes me feel like I am wasting my time teaching History	Teacher	18(90%)	2(10%)	3.8	1.95	VGE
	I dislike History because the government refused to feature History in BECE exams	Student	88(88%)	12(12%)	3.7	1.92	VGE
3	Teaching History is like a waste of resources because government can ban it anytime since there are many alternatives to it	Teacher	14(70%)	6(30%)	3.4	1.84	GE
	Since there are a lot of alternatives like civic and social studies, I do not want to learn History after all the government may ban it	Student	90(90%)	10(10%)	3.4	1.84	GE

4	I encourage peer-to-peer learning among my students	Teacher	11(55%)	9(45%)	3.1	1.76	GE
	I love learning about historical events from my fellow classmates	Student	30(30%)	70(70%)	2.6	1.61	LE
5	I engage my students in discovery of historical secrets themselves	Teacher	9(45%)	11(55%)	3.1	1.76	GE
	I love finding things out by myself. It's like working on a puzzle	Student	40(40%)	60(60%)	2.8	1.67	LE
GRAND MEAN: T=3.42 S=3.24							

Table 2 showed that there was a disagreement between teachers and students on the extent government affects teaching and learning of History among junior secondary school students. Hypothesis 2: There is no significant difference in the mean ratings of teachers and students on the extent to which government policy militate against effective teaching and learning among junior secondary schools in Enugu State.

Table 2b: T-test analysis of mean responses of the respondents on the extent to which government policy affect teaching and learning of History among junior secondary students in Enugu state.

Variables	N	$\bar{X}$	SD	Df	T(cal)	t-critical
Teachers	20	3.42	1.84	119	-1.30	1.85
Students	100	3.24	1.80	119		

Accept H1 and reject H0. This means that there is statistical difference between the response of teachers and students on the effect of government policy in teaching and learning of History among junior secondary school students in Enugu state. This is because both agreed that the right government policy influences effective teaching and learning of History though inversely.

Research Question 3: To what extent does the quality of teachers affect the teaching and learning of History among junior secondary school students in Enugu state?

S/N	Statement	Respondent(Teachers)	A	D	X	SD	Decision
1	The reason I teach History is because History teachers are not available	Male	13(65%)	7 (35%)	3.3	1.81	GE
		Female	9(45%)	11(55)	2.9	1.70	LE

2	I studied	Male	18(90%)	2(10%)	3.8	1.95	VGE
	History but I	Female	15(75%)	5(25%)	3.5	1.87	VGE
3	teach social						
	studies because						
4	my school is yet						
	to start offering						
5	History as a						
	subject						
3	I teach History	Female	14(70%)	6(30%)	3.4	1.84	GE
	because I was	Male	14(70%)	6(30%)	3.4	1.84	GE
4	forced by my						
	school to do it						
4	As a History	Male	2(10%)	18(80%)	2.2	1.48	VLE
	teacher, I feel	Female	5(25%)	15(75%)	2.5	1.58	LE
5	inferior to other						
	subject teachers						
5	hence I teach						
	other subject						
5	I don't feel	Male	16(80%)	4(20%)	3.6	1.89	GE
	professionally	Female	10(50%)	10(50%)	3.0	1.73	LE
5	fit for teaching						
	History						

GRAND MEAN: Male= 3.26 Female= 3.06

Table 3 showed the extent male and female teachers agreed on the effect of a teacher's quality and teaching and learning of History among junior secondary school students.

Hypothesis 3: There is no significant difference in the mean ratings of male and female teachers on the extent to which quality of a teacher militate against effective teaching and learning among junior secondary schools in Enugu State.

Table 3b: T-test analysis of mean responses of the respondents on the extent to which quality of a teacher affect teaching and learning of History among junior secondary students in Enugu state.

Variables	N	$\bar{X}$	SD	Df	T(cal)	t-critical
Teachers	20					
Male	10	3.26	1.80	119	3.03	1.85
Female	10	3.06	1.89	119		

Accept H1 and reject H0. This means that there is statistical difference between the response of male and female teachers on the quality of teachers in teaching and learning of History among junior secondary school students in Enugu state. This is because both agreed that quality of teachers influences effective teaching and learning of History.

Discussion of findings

The finding of the study in table 1 showed that there is a significant differences on the responses of teachers and students on the effects of between academic performance and depression among junior secondary school students in Enugu state. The finding was consistent with the study carried out by Singer (2003) which found out that teaching methodology affects the effectiveness of teaching and learning among junior secondary school students in Enugu state. Similarly, Drake & Brown (2003), examined the best approach on teaching historical events through creative thinking. This is consistent with the findings of this hypothesis that there is statistical difference between teaching methodology and teaching and learning of History among junior secondary school students in Enugu state.

Also, data in Table 2 revealed that significant difference exists between the responses of teachers and students on government policy and teaching and learning of History among junior secondary school students in Enugu state. The finding conformed with the study of Ajayi, (2005) who found that the policy of government can give History its proper place or mar it.

Data in table 3 revealed a significant difference between the responses of male and female teachers on the extent the quality of a teacher affects teaching and learning of History among junior secondary school in Enugu state. This is similar to a research carried out by Trisha Hughes (2017), which suggested that in order to have a qualitative service delivery, a teacher must be qualified in his subject area.

Conclusion

The current state of History in Enugu state is shredded on the fact that there are a lot of factors militating against its teaching and learning which unfortunately have been left unaddressed hence pointing to the fact that all is not well with the effective teaching and learning of the subject among junior secondary school level. Much of these problem emanated from government policy hence affect the direct work of the teacher in the classroom. Furthermore, History teachers over the years are often accused of using traditional method and approaches in teaching and assessing students. The study has also reiterated the fact that some underlying administrative challenges operating in the background which often led to the problems History teachers contend with in the classroom.

Recommendations

- 1: Educational policies should be designed to draw more attention to History. The government should initiate 21st century policies at junior secondary school level and make it one of the core educational subjects.
- 2: Principals, teachers and school administrators should give full support to the teaching and learning of History in their schools in order to foster a conducive ambience for effective teaching and learning of the subject.
- 3: Teachers should be innovative by improving on teaching aids in order to convey effective content to students. Practical examples from the physical environment should be used during lessons in order to make the subject vivid and less abstract.

- 4: Stake holders in education should provide the necessary human and material resources needed for teaching and learning of History in junior secondary school level.
- 5: History producing universities and colleges of education should make History education program attractive so that more students can enroll to be trained as History teachers. This will help meet the demand for History teachers. Scholarship scheme for History can be initiated by Enugu state Government in order to attract students to History

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