

## **Causes and Solutions of Poor Academic Performance of History Students in Government Secondary Schools in Bade Local Government Area of Yobe State**

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DOI: 10.56201/ajha.v9.no1.2025.pg30.46

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### **Abstract**

*The poor academic performance of history students in government secondary schools in Bade Local Government Area of Yobe State presents and impeding challenge to the educational development in Nigeria. As history plays a crucial role in shaping national identity, civic consciousness, and critical thinking, its declining academic performance raises concerns about the future of historical scholarship in the country. This research focuses more on the Government Secondary School (GSS) Gwio Kura, Government Girls Arabic Secondary School Dagona and Government Science and Technical College Azbak in Bade local government area. This study examines the root causes of poor performance by analyzing factors related to teachers, students, parents, government, and societal attitudes toward history education in given government secondary schools in Bade. It identifies key challenges, such as inadequate teacher training, lack of instructional resources, negative student perceptions, and government neglect. Albert Bandura's Social Learning Theory was adopted to relate the importance of historical learning through observation and modelling. The study in line with the objectives and findings, recommends for an improved funding, teacher capacity building, curriculum reform, as well as innovative teaching methods making up a direct reaction to the findings that shows and expatiate on the need for a collective effort from stakeholders to revitalize history education and ensure students' improved academic performance. The paper adopts both primary and secondary sources to quarry the poor academic performance in Bade local government area,*

**Keywords:** *Academic Performance, History Education, Secondary Schools, Teacher Training, Curriculum Reform, Yobe State*

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### **Introduction**

Since the introduction of History by the British into Nigerian education system, History as a subject has featured constantly in the secondary school curriculum. The term History mean different thing to different people. According to Fafuna (1974) that, History is to people what memory is to the individual. People with no knowledge of their past are a victim of collective obliviousness, groping

blindly into their future guided by the precedent to shape their course. This means that people without the knowledge of their past are likely to struggle from historical knowledge as their future will remain uncertain. More so, Jekayinfa (2010) argued that history is the account of the past events investigated, interpreted and analyzed in order to discover generalizations that are helpful in comprehending the present and to a limited extent, in anticipating the future.

Similarly, present approaches in teaching and learning History include historical thinking (Adam and Rao, 2017; Wineburg, 2001) and historical inquiry (Barton and Levstik, 2004). Historical inquiry refers to a practice of “asking questions, gathering and evaluating relevant evidence, and reaching conclusions based on that evidence” (Barton and Levstik, 2004). Historical thinking refers to the process of constructing historical knowledge through critical examination of historical sources (Wineburg, 2001). It involves processes such as corroboration (comparing historical documents), sourcing (analyzing the source of document) and contextualization (situating the documents in the context of the historical problem (Adam and Rao. 2017; Wineburg, 1991). Both approaches emphasize the role of the learner in constructing historical knowledge. Hence these approaches are in line with constructivist perspectives of learning and teaching. Nevertheless, these approaches are more suited to university students than students of lower levels such as primary and secondary schools (Martin, 2005).

According to Cobboid and Oppong (2010) that 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. Some aspect of History was also assimilated into civic education which was taught from primary school level to junior secondary (Animba, 2021).

As rightly stated by Elvis (2017), education is the foundation of national development, and history as a subject plays a significant role in shaping a society's consciousness. Through History, students gain insights into the past, understand national and global events, and develop critical thinking skills necessary for informed citizenship. However, despite its importance, the performance of students in history has continued to decline in many secondary schools across Nigeria, particularly in Bade Local Government Area of Yobe State.

Numerous studies globally have reported that teaching and learning History in schools is dominated by the transmission model of teaching despite emphasis on learner-centered pedagogy as advocated by recent education reforms (Adam & Rao, 2017; McCrum, 2013; Martell, 2011, Virta, 2001). Barton and Levstik (2004) contend that the current understanding of teaching and learning History in schools is dominated by research studies conducted and published in North America and Europe. Hence there is dearth of comprehensive understanding of History education in other parts of the world particularly in Africa. This study attempted to examine the causes and solution of poor academic performance of History students in Bade local government of Yobe state with special reference to public school in the local government.

Furthermore, the Nigerian National Policy on Education (2013) asserts that no nation can rise above the quality of its education system. Yet, in recent years, History has been relegated in the academic hierarchy, leading to declining student interest and performance. History was removed from the Nigerian school curriculum in 2009 supposedly because students avoided the subject most especially government secondary schools in Bade Local Government Area of Yobe State. The widespread perception that History lacks practical relevance in career development has further contributed to this trend.

This study seeks to address the following objectives:

1. To find out factors responsible for the dwindling number of students and poor academic performance of History in government secondary schools in Bade local government area.
2. To investigate the attitude and interests of students in government secondary schools in Bade local government area towards the study of History.
3. To ascertain the unemployment rate of those that studied History in Bade local government area of Yobe state.
4. To investigate non-availability of professional teachers in History for government secondary schools in Bade local government area, Yobe state.

The findings of this study will provide insights for policymakers, educators, and school administrators to enhance History education in Yobe State and beyond.

### **Theoretical Framework**

This study is anchored on Albert Bandura's Social Learning Theory (1977), which posits that learning occurs through observation, imitation, and modeling. Students' academic performance is largely shaped by their interactions with teachers, peers, and societal influences. In the case of History education, the lack of motivation from teachers, negative societal attitudes towards the subject, and limited parental encouragement contribute to students' poor performance in government schools in Bade.

Bandura's theory suggests that when students are exposed to positive role models—teachers who are passionate about History, engaging teaching methods, and a curriculum that connects historical knowledge to contemporary issues—they are more likely to develop an interest in the subject and perform better academically.

### **Review of Relevant Literature**

According to Adam and Rao, (2017); McCrum (2013) acknowledged conceptions of the nature of history of eleven early career history teachers in England by using interviews. They found that teachers' views of history were broadly empiricist which is regarded as objective view of history. The post-modern perspectives of history had less influence on teachers' classroom practice. However, they equally found that teachers with more interpretive perspectives of history preferred historical inquiry in teaching of history. Hitherto, Evans (1990) found that teachers' conceptions of history were related to instructional practices, for instance story tellers focused on telling interesting stories to students while scientific historians focused on promoting historical thinking. Virta (2001) equally examined student teachers' beliefs and conceptions of history in Finland by using open-ended written responses with a sample of ninety-two respondents. She found various conceptions of significance of teaching and learning history in schools. These include; history as the basis for understanding the present, society and culture, understanding development and change and the time concept, learning about mankind and, development of critical and analytical thinking and sense of relativity.

Adam and Rao (2017); Levstik and Barton (2015) account various perspectives about significance and nature of history as follows; history involves multiple activities and purposes, history helps to picture possible futures, history is about significance themes and questions, history is interpretive, history is explained through narratives, history is more than politics and history is controversial. Furthermore, Yilmaz (2008b) characterizes the nature of history as interpretive, tentative, subjective, empirical, literary-based and embedded in socio-cultural context. These characteristics are consistent with constructivist perspectives of knowledge

Fogo (2014) used Delphi technique to elicit core practices in teaching of history from expert teachers, educational researchers and history teacher educators in United States. He identified nine core teaching practices of teaching history which include “use of historical questions, select and adapt historical sources, explain and connect historical content, model and support historical reading skills, employing historical evidence, use of historical concepts, facilitating discussion of historical topics, model and support historical writing and assessment of student thinking about history. Equally, Maloy and LaRoche (2010) categorize history teaching methods into two broad categories of teacher-centred and learner-centred teaching methods. Teaching methods such as lecture, teacher-led discussions and whole class discussion are categorized as teacher-centred methods while small group work, interactive discussions, primary source analysis, drama, role plays and simulations represent learner-centred teaching methods. More so, Thornton (2001) reviewed broad methods used in teaching history apart from conventional history teaching methods. These include concept teaching, primary source method, simulation and role play, and problem solving. However, conventional methods such as “teacher-led question and answer activities, student seatwork based on textbooks, watching videos and taking short answer tests” are still the common practices in teaching and learning social studies and history in United States. Voet and De Weaver (2016) observed History teachers’ conceptions of inquiry based learning in Belgium. They found that teachers with sophisticated beliefs about the nature of history had relatively higher level of inquiry based learning than teachers with objectivist and subjectivist beliefs of history.

Voet and De Weaver (2016) reported a number of contextual factors which negatively affect inquiry based approaches in history teaching. These include time available for teaching history, student lack of procedural knowledge to do historical inquiry, difficulty in finding appropriate information sources appropriate for students, teachers’ lack of knowledge and skills to in organize inquiry based learning activities.

Butter (1987) found that home-work to be a correlate of academic performance. The author stated that homework bear positive relationship with learning outcomes when it is relevant to the learning objectives. Lockheed et al. (1991), indicated that lack of motivation and professional commitment produce poor attendance and unprofessional attitudes towards students which in turn affect the performance of students academically. Babyegeya (2002) revealed a number of factors that affect students’ academic performance. One of the factors is how students actually learn or intend to learn and what teachers actually teach. In his view, other factor - like shortage of books and materials, teaching and teacher education affect students’ academic performance. He adds that the type of teachers, their experience professional, qualifications and commitment to work may contribute to the students’ achievements. In addition to his findings, he insists on instruction time in which students spend in actual learning activities. The author contends that the more they understand the better they perform.

According to Chapman and Mahlck (1993), the most common implicit meaning is student achievement. Mosha (2000) conceptualizes quality as the level of excellence in performance and

that quality of education is a multidimensional concept which involves a study of the interaction between contextual factors, inputs, and processes of teaching and learning in order to realize cherished goals (outputs and outcomes). Otieno (2000) also considers the meaning of quality education as consisting of two basic concepts. The first aspect refers to the level of knowledge and skills that society wishes schools to impart to students. This aspect defines quality education by looking at the level of achievement of either academic attainment or values. The second aspect refers to the characteristics of the school environment that produces skills, knowledge and values through the teaching and learning process. In this aspect, education is viewed as an industry whose effectiveness rests on input, process and output. By understanding that education is a subsystem of human action, Bergmann (1996) equally argues that the definition of educational quality has to take its systematic nature into account. He found that it is useful to break down the definition into components, and asserts that there could be competing or complementary definitions of educational quality depending on which components one chooses to emphasize. Therefore, he defined education quality as the quality of the system components, where the overall definition of educational quality is the quality of these components.

Delors (1998, cited five factors affecting quality of education. He mentioned among others, the level of training of teachers, instructional materials, language of instruction, class size and curriculum reforms. However, he cautioned that the importance of individual aspects might vary substantially from place to place and from time to time. From his experience, the shortage of trained teachers is so widespread that under-qualified persons are frequently employed as teachers, especially in remote locations where teachers with high qualifications particularly scarce. He adds that this scarcity is not the only reason for employing untrained persons. As extreme cases also occur when budget limitations become so acute that they necessitate the choosing of under-qualified teachers, since the cost of employing them is low compared with teachers' pay scales that are geared to formal qualification level.

Arguing on the same problem, Cohn and Rossmiller (1997) requested developing countries to give a great deal of attention to the task of recruiting, preparing and retaining competent teachers. They referred to empirical results relating to teacher variables and student academic achievement. In addition, they assert that the findings of various studies strongly support the notion that trained teachers make difference as regards their achievement of more advanced grade especially in the more difficult subject while there may be evidence to suggest that untrained teachers can effectively teach literacy and numeracy. While the demands on teachers are increasing, there is mounting evidence that teachers' morale and status are falling (Fry, 2003; Gaynor, 1998; Towse, et al., 2002 Mosha, 2004). Declining morale has serious implications for the recruitment and retention of teachers as well as for teacher performance.

The perception that the status of teachers in society is declining is encouraged by the use of shorter teacher training programmes and lowered entry qualifications for teaching (Gaynor, 1998). Qualified teachers believe that their work is diminished in the eyes of the public by the employment of unqualified people who are also called teachers (Halliday, 1999; Omari Mosha, 2010). The combination of increased demands and falling status does not depend on teachers' recruitment or retention. While pay and conditions are important contributors to motivation, there is evidence that other issues are almost as important as the actual level of remuneration (Fry, 2003). Motivation is highly related to career-path projections and opportunities for progressions. However, promotion opportunities within the profession are often limited. As a result, many skilled teachers leave the classroom, while others become demotivated by the lack of status and recognition (Fry, 2003). In many countries, teachers are demoralized by the lack of transparency and information on the



promotion process (Gaynor, 1998). Teachers need both support and supervision throughout their careers. It would be naïve to assume that teachers can go through a pre- service programme and then perform well for the remainder of their careers without further profession development (Mosha, 2004).

### **Factors Responsible for the Dwindling Number of Students and Poor Academic Performance of History in Government Secondary Schools in Bade Local Government Area.**

The causes of poor academic performance in history in Bade cannot be blamed on the students alone, it can be categorized into teacher-related factors, student-related factors, parental factors, government-related challenges, and societal attitudes.

#### **Teacher-Related Factors**

Teachers play a crucial role in shaping students' interest and performance in history. However, several issues hinder their effectiveness:

Firstly, the lack of Qualified Teachers. Many history teachers in government secondary schools in Bade are either underqualified or lack specialization in history. Some teachers trained in other disciplines are reassigned to teach history, resulting in ineffective instruction. We found that the teachers are employed based on being available instead of proper qualification for the said task of teaching History. (Punch Newspaper 2023).

Secondly, Emoefe (2024) posits that the poor teaching methods which includes the traditional lecture-based approaches dominate history classes, making the subject monotonous and uninspiring. The student when asked, described the History classes as long and boring with so much details that are difficult to know and remember. The failure to incorporate interactive methods such as storytelling, debates, and historical site visits affects students' engagement and comprehension. Most teachers in the government secondary schools simply read through without effective explanation for students to comprehend.

According to Hamza Abubakar (2024) that lack of Teaching Aids and Resources is another contributing factor. Many schools in Bade LGA lack essential instructional materials, such as textbooks, maps, and digital resources, making it difficult for teachers to deliver effective lessons. These aids and resources are meant to aid comprehension, promote retention and spark the interests of students in the course of learning History. The teacher Motivation is quite very low for teachers in government secondary schools in Bade. This includes poor salaries, lack of incentives, and delayed promotions demotivate teachers, leading to reduced commitment and poor instructional delivery. The weather in Bade is another discouraging factor for teachers as the struggle with the desert like weather in Bade.

#### **Student-Related Factors**

The negative perception of History amongst students in Government secondary schools in Bade. Many students consider History as a subject with limited career prospects compared to science and technology-related disciplines. Others do not understand or support the idea of evaluating and interpretation of past events. They view history as a long boring and demanding subject. Due to low a patriotic spirit amongst these students. They know little or nothing about their nation and are not willing to know. (Afolabi, 2018).

Poor study habits and lack of effective reading culture. To start with, some of these students are not even interested in education. When asked about their study habits, we found that is very poor with little or interest in studying. They rely on cramming instead of reading and studying to

understand. History is covered in time and space, as it requires effective understanding. All of these has contributed to the poor performance of these students. Most of them lack quality time to read and study as they are required to take care of tasks or assigned chores at home and also learn a trade or even hawk items to make money in order to support their families. (Eze, 2017).

In addition, peer influence. Students often prioritize subjects that are perceived as more "marketable" and discourage one another from taking history seriously. Based on our findings, some of the students have nicknamed History to be a long boring subject and have encouraged their peers to follow suit.

### **Parental Factors**

Several parental factors significantly contribute to the declining number of students and poor academic performance in history within government secondary schools in Bade Local Government Area (LGA) of Yobe State. These factors encompass parental education levels, socio-economic status, family structure, and the value placed on education.

The educational attainment of parents profoundly influences their children's academic success. Parents with limited education may struggle to provide academic support or recognize the importance of subjects like history. A study conducted by Ogunlade, and Akeredolu, (2024) in Ilorin, Kwara State, revealed a significant correlation between parents' educational backgrounds and students' academic performance in history. Students with well-educated parents often receive more encouragement and resources, fostering better academic outcomes.

Economic challenges can impede a student's academic journey. Parents with low income may be unable to afford essential educational materials or create a conducive learning environment at home. In Yobe State, research indicates that socio-economic factors, including parental income, substantially affect students' academic performance. Financial constraints can lead to inadequate study materials and limited access to extracurricular educational opportunities, hindering students' engagement and success in subjects like history.

#### **Family Structure and Size**

The composition and size of a family can also impact educational outcomes. Children from large families might receive less individual attention, affecting their academic performance, (Mlyakado, 2012). Additionally, family instability, such as single-parent households or polygamous settings, can lead to emotional and financial strains, further detracting from a child's educational experience. Studies have shown that students from stable, smaller families tend to perform better academically. The value parents place on education significantly shapes their children's academic aspirations and achievements. In regions where parents prioritize education and actively engage in their children's schooling, students often exhibit higher academic performance. Conversely, a lack of parental involvement or interest can lead to diminished student motivation and poorer outcomes. Research in Kogi State highlighted that parental involvement and attitudes directly influence students' academic success.

In Bade LGA, these parental factors collectively contribute to the dwindling number of students and subpar academic performance in history. Addressing these issues requires community engagement, educational programs for parents, and policies aimed at improving socio-economic conditions to foster a supportive environment for students.

### **Government Related Challenges**

Bulama, and Musa, (2023) opined that several government-related challenges have contributed to the declining enrollment and poor academic performance in history among students in government

secondary schools in Bade Local Government Area (LGA) of Yobe State. These challenges include inadequate infrastructure, insufficient funding, security concerns, and a shortage of qualified teachers.

Many secondary schools in Yobe State, including those in Bade LGA, suffer from inadequate infrastructure. Issues such as a lack of classrooms, furniture, and essential facilities like libraries and laboratories hinder effective teaching and learning. The absence of these critical resources limits students' ability to engage deeply with subjects like history, leading to diminished interest and poor academic performance. The education sector in Yobe State faces significant funding challenges. Insufficient budget allocations have resulted in a lack of resources necessary for infrastructure development, teacher training, and procurement of learning materials. This financial shortfall hampers the quality of education and adversely affects student performance in subjects such as history. (World Bank, 2022)

The Boko Haram insurgency has severely impacted education in Yobe State. Schools have been attacked severally, leading to the destruction of facilities and loss of lives. For instance, between 2013 and 2014, several attacks on secondary schools resulted in the deaths of students and teachers, creating an atmosphere of fear and insecurity. This environment discourages both enrollment and consistent attendance, contributing to declining student numbers and poor academic performance in subjects like history. (Human Rights Watch, 2016).

UNICEF Nigeria (2023) holds the notion that there is a notable shortage of qualified teachers in Yobe State's secondary schools. Many educators lack the necessary qualifications and professional development opportunities to effectively deliver the curriculum. This deficiency affects the quality of instruction in subjects like history, leading to decreased student engagement and academic achievement. Addressing these government-related challenges requires a comprehensive approach, including increased investment in educational infrastructure, adequate funding, improved security measures, and the recruitment and training of qualified teachers. Such efforts are essential to enhance student enrollment and academic performance in history within Bade LGA's government secondary schools.

### **Societal Attitudes Towards History**

The declining enrollment and subpar academic performance in history among students in government secondary schools in Bade Local Government Area (LGA) of Yobe State can be attributed to various societal attitudes, particularly those shaped by cultural and religious influences.

### **Perception of History's Relevance**

Akinwumi and Ajayi (2023) claim that many Nigerian communities, including Bade LGA, there exists a prevailing notion that history as a subject offers limited practical value compared to science and technology disciplines. This perception stems from a societal emphasis on fields deemed more lucrative or essential for national development, leading to the marginalization of humanities subjects like history. Consequently, students are often discouraged from pursuing history, resulting in dwindling enrollment and engagement. This trend is exacerbated by educational policies that prioritize STEM (Science, Technology, Engineering, and Mathematics) subjects over the arts and humanities.



### **Cultural Influences**

Nigeria's rich cultural diversity significantly impacts educational choices and values. In regions like Bade LGA, traditional customs and indigenous knowledge systems play a pivotal role in community life. However, the national history curriculum often overlooks these local histories, focusing instead on political narratives that may not resonate with students' cultural backgrounds. This disconnect can lead to a lack of interest and poor performance in history, as students struggle to see the relevance of the curriculum to their own heritage. (Adeyemi and Salami, 2023).

### **Religious Perspectives**

As stated by Hoechner (2018), he holds the notion that religion profoundly shapes societal attitudes in Bade LGA, where Islam is predominantly practiced. Religious teachings and beliefs can influence perceptions of secular education, including subjects like history. In some instances, there may be a preference for religious studies over secular subjects, leading to reduced emphasis on history in the educational system. Additionally, if historical content is perceived to conflict with religious teachings, it can result in resistance from both parents and students, further diminishing interest and performance in the subject.

### **Educational Policy and Curriculum Content**

The structure and content of the history curriculum also play a role in shaping societal attitudes. A curriculum that narrowly focuses on political history while neglecting cultural, social, and economic dimensions can create a distorted view of the nation's past. This imbalance may alienate students who do not see their communities or experiences reflected in the material, leading to disengagement and poor academic outcomes.

Addressing these societal attitudes requires a multifaceted approach. Integrating local histories and cultural studies into the curriculum can make history more relatable and engaging for students. Collaborating with religious leaders to highlight the compatibility of historical education with religious teachings may also help in reshaping perceptions. Furthermore, public awareness campaigns that emphasize the value of history in understanding societal development and identity can encourage greater appreciation and interest in the subject.

### **Unemployment Rate of History Graduates and Scarcity of History Professionals in Bade Local Government Area of Yobe State.**

According to The Punch Newspaper (2024) the scarcity of qualified History teachers in Bade Local Government Area (LGA) of Yobe State is a pressing concern that mirrors broader educational challenges in the region. This deficiency significantly hampers the effective teaching and learning of history in government secondary schools. In the northeastern states of Borno, Adamawa, and Yobe, a mere 29% of schools employ teachers with the requisite minimum qualifications. This alarming statistic indicates that approximately 71% of schools operate without adequately qualified educators, leading to compromised educational standards across various subjects, including history. Focusing on Yobe State, the situation appears even more critical. Reports reveal that only 30% of teachers possess the necessary teaching qualifications, leaving a substantial 70% without proper credentials. National Bureau of Statistics (NBS, 2024) recorded that Yobe State has experienced high unemployment rates, particularly among its youth. Between 2010 and 2011, Nigeria's national unemployment rate rose from 21.1% to 23.9%, with youth unemployment exceeding 50%. This surge contributed to social issues such as communal clashes and the rise of Boko- Haram.

Graduates in disciplines like History often face unique employment challenges. The limited availability of specialized roles in their field can lead them to seek employment in unrelated sectors,

where competition is fierce. This situation may result in underemployment or prolonged job searches, contributing to higher unemployment rates among these graduates. To address youth unemployment, programs like N-Power have been implemented in Yobe State. These initiatives aim to enhance employability and income generation among beneficiaries, including those with backgrounds in the humanities. However, the effectiveness of such programs in significantly reducing unemployment among history graduates remains uncertain. Therefore, History graduates in Bade LGA, face considerable employment challenges (Hamza, 2024).

### **Procedures for Selecting Participants:**

The researchers deployed both primary and secondary sources. This approach was appropriate as the study aimed to examine the poor academic performance of History students in public schools in Bade local government area of Yobe state.

In selecting respondents for oral interview, factors such as gender, type of school, level of education and work experience were considered. The researchers aimed to have at least one respondent based on each criterion. Based on gender, male students were three while the female students were four. Five teachers were interviewed, in terms of education, two teachers had a bachelor's degree while three had National Diploma Certificate and one civil servant. In terms of work experience, four of the teachers were in their first five years in terms of experience and one in his six years. See Table 1 for more details.

**Table 1: Respondents Characteristics**

Gender	Four Public Schools	Teaches Qualification	Work Experience
Male	8	2 Degree	5/6 years
Female	5	3 NCE	5 years

**Source: Authors Compilation**

One of the research questions was asked, the factors responsible for the dwindling number of students and poor academic performance of History in government secondary schools in Bade; Jafer (2024) argued that lack of competent teachers couples with limited interest in the subject. To most people, History is just a study of the past and has no importance to the contemporary realities compare to science subjects. Similarly, Amina (2023) equally highlighted the Lack of instructional materials in teaching History: Teaching and learning of History in Dogona secondary schools in Bade local government is 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 Bade local government schools are yet to access instructional materials for their lessons. This is because many researcher's and historians are yet to write textbooks and other instructional resources which will help in effective teaching of History in secondary schools in Bade. More so, Zainab (2023) stressed further that student's attitude towards History is negative and the impact is minimal hence parents encourage their children to embrace science related subjects over History. Muhammed (2024) who teaches Government in Government Day secondary school Gashua highlights the lack of relationship between History and other subject most especially Government. According to him, most teachers fail to relate 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 even government (Aisha, 2023).

Also, Maji (2023) who is a staff of Technical College Azbak in Bade local government area asserts that people have 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 comprehend the traditional emphasis placed on coverage therefore they see History as a course that is predictable without appropriate knowledge that History is an ongoing process (Fatima, 2024). Again, 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.

Izagui (2023) posited that effective teaching method is another challenge in teaching and learning of History, there is no specific ways or method which is accepted generally in order for learning to take place. This is because unlike other subject, History deals with in-depth and significant events 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 become problematic for a teacher to protect them from this truth. Similarly, Ibrahim Muhammed asserts that there is equally a need for a teacher to experiment different teaching styles among others in order to make the lesson effective and interesting. Inquiry method, field trip, discovery and project method can also be used to heightened the student’s curiosity level towards historical topics. In the same vein, Nefisat (2023) posited that when the right methodology is not employed, then the objective of the lesson will be defeated especially as most secondary schools in Bade local government do not use instructional resources regularly in teaching History classes, students find the subject abstract and cannot easily relate with it nor find it relevant to their present.

### **Recommendation and Solutions to Improve Academic Performance of History in Bade Local Government Area and Beyond**

Improving academic performance in history in government secondary schools in Bade Local Government Area (LGA) and similar regions requires a combination of policy reforms, infrastructural investments, teacher development, and community engagement. The current challenges, ranging from the shortage of qualified teachers to societal attitudes toward history as a subject, necessitate a strategic and well-coordinated approach.

#### **1. Strengthening Teacher Training and Recruitment**

Adeyemi and Uko-Aviomoh (2020) have suggested that a key factor in improving history education is addressing the shortage of qualified history teachers. The government should implement targeted recruitment drives to attract history graduates to teaching positions, offering competitive salaries and incentives for those willing to work in underserved areas like Bade LGA. Additionally, continuous professional development programs should be established to ensure that history teachers stay updated on pedagogical advancements, curriculum changes, and innovative teaching methods.

Collaborations with universities and teacher training colleges can be strengthened to create specialized training programs for history educators. Scholarships and grants should be provided to students pursuing education degrees with a specialization in history, ensuring a steady supply of qualified teachers in the future.

#### **2. Enhancing Curriculum and Teaching Methods**

The teaching of history should move beyond rote memorization and emphasize analytical thinking, research skills, and critical inquiry. Schools should integrate practical approaches such as historical simulations, debates, field trips, and oral history projects to make the subject more engaging for students.

History should be taught with a localized approach that incorporates relevant historical narratives from Bade and Yobe State, allowing students to see the direct connection between history and their own community. Digital resources and interactive learning materials should be introduced to supplement traditional textbooks, making history more accessible and engaging. (Akintunde & Olugbade 2024).

### 3. Improving School Infrastructure and Learning Resources

Many secondary schools in Bade LGA lack the necessary facilities to support effective teaching and learning. Schools should be provided with well-equipped libraries containing history books, journals, and digital archives. Audiovisual materials, such as documentaries and recorded lectures, can help students visualize historical events, making learning more impactful.

Additionally, classroom conditions need to be improved. Overcrowded learning environments reduce student engagement and limit effective teaching. The government should construct more classrooms and renovate existing ones to create a conducive learning atmosphere.

### 4. Addressing Societal Attitudes and Parental Support

History is often undervalued as a subject due to the perception that it does not lead to lucrative career opportunities. A strategic campaign to rebrand history as an important discipline is necessary. Government agencies, educational institutions, and historians should work together to highlight career paths for history graduates, such as research, public administration, journalism, and diplomacy.

Parents and guardians should be sensitized on the significance of history education and encouraged to support their children in studying the subject. Schools can organize history-themed competitions, exhibitions, and community discussions to create a broader appreciation of the discipline.

### 5. Expanding Career Opportunities for History Graduates

Smith, and Adeyemi, (2023) opine that one of the reasons students shy away from history is the perception of limited job opportunities. The government should create policies that integrate history graduates into sectors such as cultural heritage management, tourism, public service, and international relations. More internship and mentorship programs should be established, connecting students with professionals who use historical knowledge in their careers.

Additionally, the inclusion of history education in entrepreneurship programs can equip students with skills to create opportunities for themselves, such as working as independent researchers, authors, or consultants in historical documentation projects.

### 6. Strengthening Government Policies and Support

The government needs to prioritize education in budget allocations, ensuring adequate funding for teacher salaries, school infrastructure, and learning materials. Policies that promote the teaching of history as a core subject should be enforced at all educational levels.

Moreover, government partnerships with international organizations and educational NGOs can help secure funding and technical support for history education programs. Exchange programs that allow teachers and students to gain exposure to global best practices in history education should also be encouraged.

### 7. Integrating Technology into History Education

The adoption of technology in teaching history can significantly improve student engagement and learning outcomes. Schools should integrate e-learning platforms, history apps, and virtual reality

(VR) experiences to make history more interactive. For instance, students can take virtual tours of historical sites or access digital archives that allow them to explore primary source documents. Additionally, the development of online history clubs and discussion forums can create platforms for students to engage with historical debates beyond the classroom.

#### 8. Addressing Security and Stability in Schools

The security situation in parts of the Northeast, including Yobe State, has disrupted education in many communities. Ensuring the safety of students and teachers is paramount. Schools in conflict-prone areas should receive adequate security measures, and alternative learning arrangements, such as community-based learning centers or mobile classrooms, should be considered for students affected by displacement. (UNICEF Nigeria, 2023).

#### 9. Make History Fascinating

History producing Collages of Education and Universities should make History education program fascinating so that more students can enroll to be trained as Historians. This will assist meet the demand for History teachers. Scholarship scheme for History can be initiated by Bade local government area and the state government in order to attract students to History. In addition, psychosocial support should be provided to students and teachers who have experienced conflict, helping them overcome trauma and stay engaged in learning.

### Conclusion

Improving academic performance in History in Bade LGA and beyond requires a holistic approach that addresses teacher shortages, enhances learning environments, reforms curricula, and changes societal perceptions about History education. With strategic investment in teacher training, school infrastructure, and career development opportunities for History graduates, the subject can regain its relevance and attract more students. More so, this study equally encourages that apart from seminars and workshops as professional development initiatives, schools should strive to establish school-based professional development initiatives such as lesson study, teacher collaboration and mentoring to change the system.

A collaborative effort between government agencies, educators, parents, and the broader community is essential to ensure history remains a vibrant and respected field of study, equipping students with the knowledge and critical thinking skills needed for the future.



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### Oral Interview Conducted

S/N	Name of Informants	Sex	Age	Place of Interview	Date of Interview	Profession
1	Hamza Abubakar	Male	31	Gashua	25/04/2024	Civil Servant
2	Amina Ibrahim	Female	30	GGSS Dagona	15/07/2023	Teacher
3	Muhammed Abubakar	Male	35	GDSS Gashua	11/10/2024	Teacher
4	Jafer Muhammed	Male	25	GDSS Gashua	10/10/2024	Teacher
5	Aisha Abubakar	Female	18	GGSSSD	5/07//2023	Student
6	Zainab Ismael	Female	18	GGSSS Yusufari	6/07/2023	Student
7	Abubakar Hassan	Male	20	GDSS Gashua	23/04/2024	Student
8	Yahaya Laminu	Male	22	GGSS Dagona	7/02/2024	Student
9	Maji Muhammed	Male	29	GGSS	13/08/2023	Teacher
10	Fatima Yusuf	Female	22	Gashua	11/09/2024	Student
11	Ibrahim Muhammed	Male	23	Yusufari	20/05/2023	Student
12	Nafisat Hassan	Female	21	Gashua	20/05/2023	Student
13	Ibrahim Izagui	Male	29	Gashua	21/05/2023	Teacher