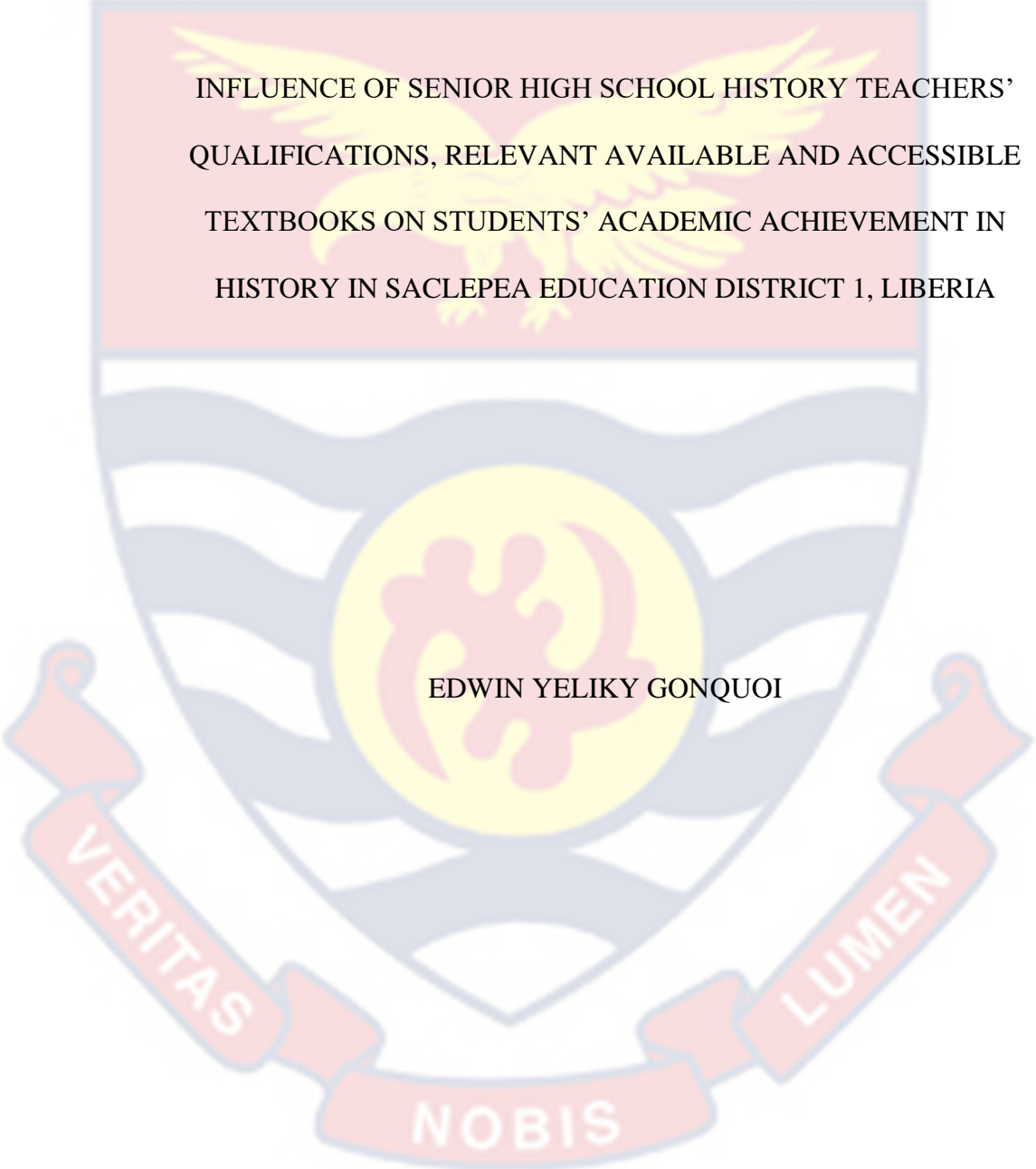


UNIVERSITY OF CAPE COAST



INFLUENCE OF SENIOR HIGH SCHOOL HISTORY TEACHERS'
QUALIFICATIONS, RELEVANT AVAILABLE AND ACCESSIBLE
TEXTBOOKS ON STUDENTS' ACADEMIC ACHIEVEMENT IN
HISTORY IN SACLEPEA EDUCATION DISTRICT 1, LIBERIA

EDWIN YELIKY GONQUOI

2023

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BY

EDWIN YELIKY GONQUOI

Thesis Submitted to the Department of Arts Education, Faculty of Humanity
and Social Sciences Education, College of Educational Studies, University of
Cape Coast, in partial fulfillment of the requirements for the award of Master
of Philosophy Degree in Arts Education

NOVEMBER 2023

DECLARATION

Candidate's Declaration

I hereby declare that this thesis is the result of my own original research and that no part of it has been presented for another degree in this University or elsewhere.

Candidate's SignatureDate

Name: Edwin Yeliky Gonquoi

Supervisors' Declaration

We hereby declare that the preparation and presentation of the thesis were supervised in accordance with the guidelines on supervision of thesis laid down by the University of Cape Coast.

Principal Supervisor's Signature Date

Name: Prof. Charles Adabo Oppong

Co - Supervisor's Signature Date

Name: Dr. Prince Yeboah Asare

ABSTRACT

The study investigated the influence of Senior High School (SHS) History teachers' qualifications and the availability and accessibility of relevant textbooks on SHS students' academic achievement in History. It was grounded in the Human Capital Theory. This quantitative study followed the positivist paradigm and employed the cross-sectional survey design. Out of a population of 335 final-year students for the 2022/2023 academic year, a sample of 183 students was selected using Adam (2020) formula. Data was collected using the School Assessment Questionnaire and an achievement test. Descriptive (frequency and percentages) and inferential (Multiple Linear Regression) statistics were used to analyse the data. The study found that a Bachelor's Degree in a different discipline, an Associate Degree for teaching Junior High School and a 'C' Certificate for teaching elementary level are the qualifications of SHS History teachers in Saclepea Education District 1. Additionally, eight (50%) of the relevant History textbooks were available, but six of them were accessible to final-year students. Notably, most (72.2%) of the final-year students failed the SHS History achievement test. The study established that SHS History teachers' qualifications significantly influenced SHS students' academic achievement in History. However, neither the availability nor accessibility of relevant SHS History textbooks significantly influence SHS students' academic achievement in History. The study urged the Ministry of Education and private schools' administrators to employ professional SHS History teachers and ensure the availability and accessibility of the remaining relevant History textbooks in Saclepea Education District 1. Furthermore, the study encouraged non – governmental organizations to provide the remaining SHS History textbooks, and train SHS History teachers.

KEYWORDS

Academic achievement

Accessible textbooks

Available textbooks

Senior High School

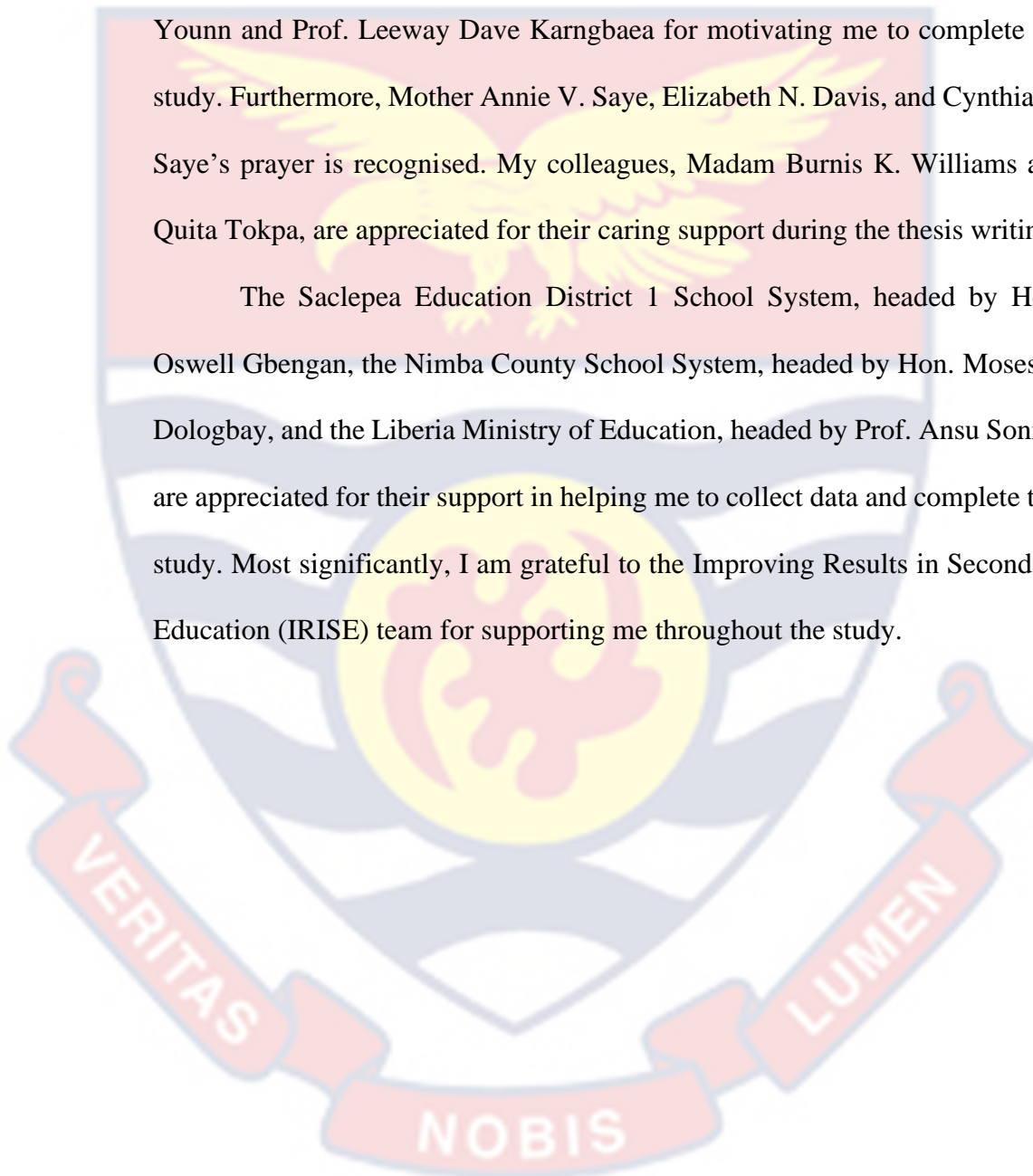
Teachers' qualifications



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DEDICATION

To my dear mother and my beloved sister and children



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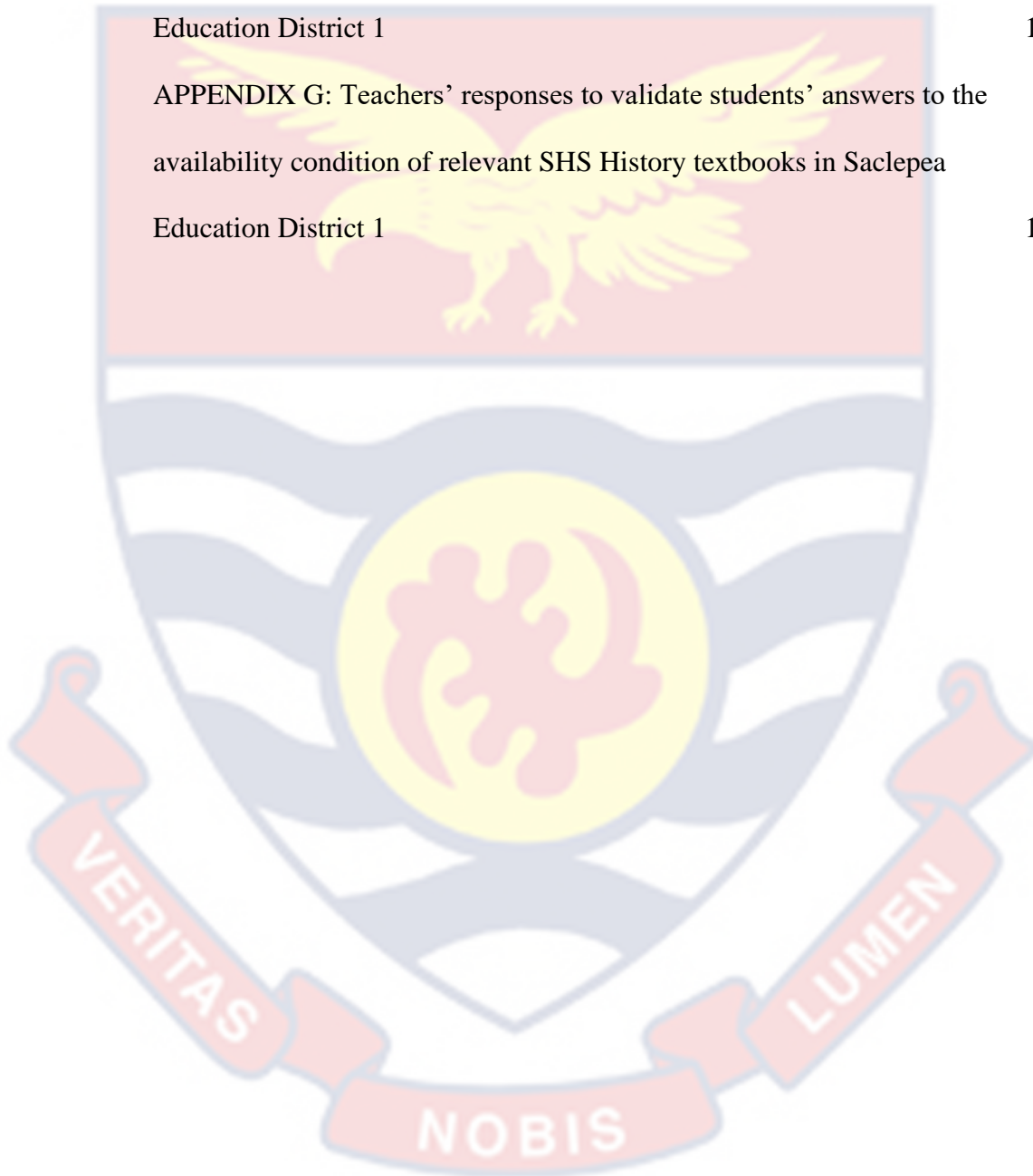
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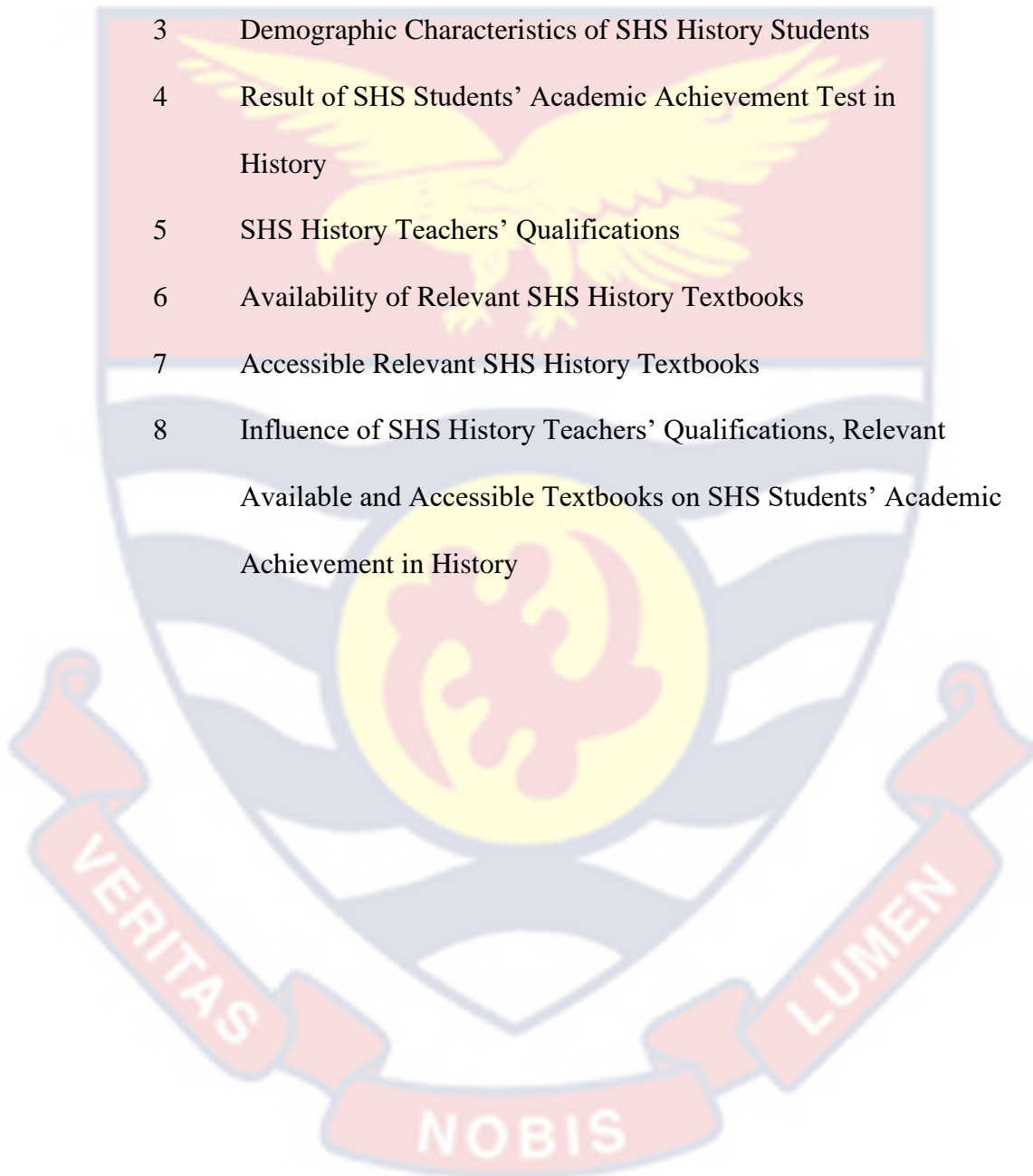
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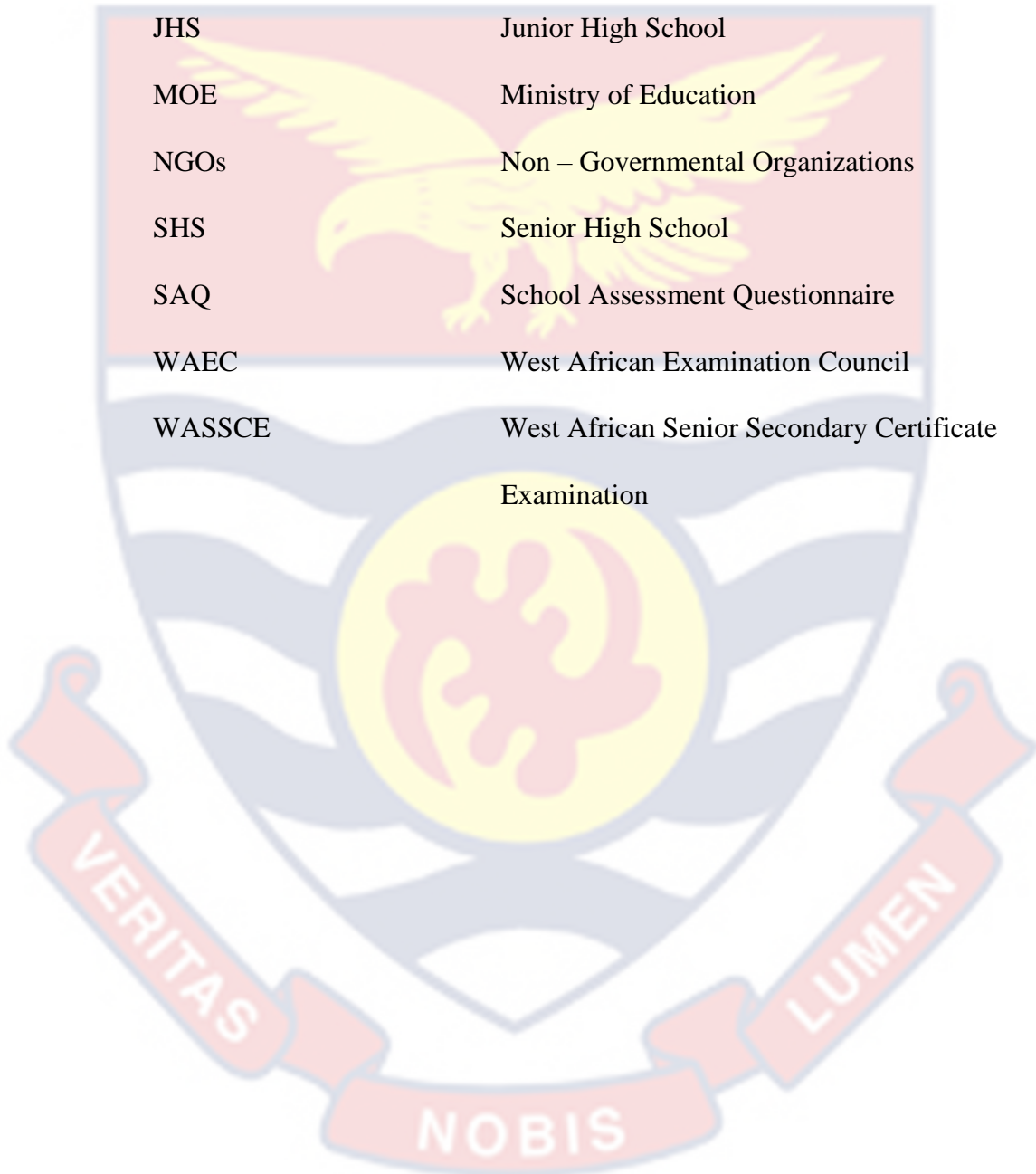
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ACRONYMS

CEO	County Education Officer
DEO	District Education Officer
HCT	Human Capital Theory
JHS	Junior High School
MOE	Ministry of Education
NGOs	Non – Governmental Organizations
SHS	Senior High School
SAQ	School Assessment Questionnaire
WAEC	West African Examination Council
WASSCE	West African Senior Secondary Certificate Examination



CHAPTER ONE

INTRODUCTION

In 1980, History was made a core subject in the Liberian education system for Senior High School (SHS) (Grades 10, 11, and 12) to increase students' understanding of patriotism and nationalism, and train them historical research skill. In 2011, the Liberian Legislature passed several laws to improve the country's teaching and learning standards. The Act instituted laws, such as professional criteria for SHS teachers' qualifications and providing relevant textbooks for SHS, among others. Despite the institution of these laws, SHS students' achievement in History has been poor over the past five years, thereby preventing them from pursuing career advancements in universities and training institutions.

Background to the Study

Huijgen, Grift, Boxtel, and Holthuis (2016) suggest that studying History in education sparks students' curiosity about past events. Similarly, Mooc Block Team (2021) argues that History education encourages critical thinking, cultural empathy, and civic engagement, equipping students to navigate the world's complexities. Understanding what History education instils involves cultivating teamwork, patriotism, and a sense of national identity (Mooc Blog Team, 2021). History provides insight into past occurrences and their relevance to the present. Moreover, students need training in cognitive abilities, civic responsibilities, ethical principles, and historical analysis skills in their study of History (Nguringa & Cheprason, 2022).

The complexity of History seems to have led to its separation from the Social Studies subject in Liberia in 1980. SHS in Liberia earlier taught Social

Studies, which comprised Literature, Geography, Civics, and History as discrete core subjects (Kandaka, 1994). The Liberian government made Economics, Civics, Geography, and History a core subject in 1980 (Kandaka, 1994). Senior High School History remains a core subject from 1980 to the present. The rationale of the Liberian SHS History Curriculum, as outlined in the National Curriculum for Grades 10 to 12 History (2011), was to showcase the importance of studying History, encourage historical research for gaining knowledge and making comparisons, foster a stronger sense of national pride, promote respect for peace and unity values, and equip students with skills essential for peaceful resolution of conflicts. The initial realization of the rationale was faced with challenges, especially when Liberia faced 14 years of civil war, which destroyed many lives and properties. In an attempt to achieve this rationale, the Liberia legislature passed the Education Reform Act (2011) to revamp the educational system (Education Reform Act, 2011).

The preamble of the Education Reform Act highlights the obstacles in accessing quality education faced by citizens, such as a lack of patriotism and nationalism, and the government's struggles in emphasizing the importance of achieving self-reliance and self-actualization (Education Reform Act, 2011). Its implementation involved revising curricula across all school levels, setting mandatory qualifications for teachers, outlining criteria for appropriate textbooks, creating a School Operation Permit Sector, and initiating a Joint Education Sectors Review (JESR) (Education Reform Act, 2011).

Professional teacher for teaching SHS History is needed for the realization of the rationale of the History Curriculum. SHS History teachers' qualifications in Liberia are categorized into professional and non-professional.

The minimum professional qualification for an SHS History teacher in Liberia is a Bachelor's Degree in History Education; all non-professional qualifications are inappropriate for teaching SHS History (Education Reform Act, 2011). A professionally qualified History teacher helps guide students back to the historical context of an event, allowing them to accurately rewrite the historical narrative and correct any falsehoods (VanSledright, 2013). Teachers' migration of students' concentration may help to develop their (students) sense of historical empathy, analytical abilities, and critical thinking skills. These developments make students to explore and predict what might have prompted an action, how the action rose to the level of historical attraction, how it came to a climax between parties, and how they began to live the way they do today (VanSledright, 2013). This kind of exploration of students in search for evidence, in VanSledright's view, requires strategic thought. The need for this thought informs the Act to institute qualification requirements in recruiting SHS History teachers who will make the goal of the Curriculum achievable.

Linking the qualification of SHS History teachers to relevant textbooks for proper teaching and learning, Opong, Adjepong, and Boadu (2022) noted that the History education discipline requires teachers with pedagogical content knowledge and the availability of relevant SHS History textbooks to make teaching and learning effective. The National Curriculum for Grade 10 to 12 History (2011) listed relevant SHS History textbooks, such as Liberia History Book 9 and Economic Survey of Liberia, to advance students' achievement. To realize such advancement in students' academic achievement in History, the Act provides that all stakeholders equip their libraries with all relevant SHS textbooks listed in the Curriculum. Relevant SHS History textbooks availability

may enable students to access them during the learning process. The availability and accessibility of relevant History textbooks will not only validate sources in rewriting fair accounts of past events but also minimize world views and biases that often exist in the writing of History.

To check if government instructions are implemented, the Act established a body called the School Operation Permit to monitor that education stakeholders implement these mandates instituted by the Acts. The School Operation Permit is responsible for assessing the credentials of all SHS teachers and relevant textbooks, among other tasks. It allows any school to recruit teachers with appropriate professional qualifications to teach at a given level. Its functions extend to working with District Education Officers (DEO), County Education Officers (CEO), and other education authorities to monitor all levels of grade schools in Liberia to implement the laws instituted by the Act properly. Lastly, the Act established the Joint Education Sector Review (JESR) to assess the implementation. The JESR is intended to identify education sector loopholes regarding students' academic achievement.

The policies guidelines were put in place to improve students' academic achievement. However, SHS students' academic achievement in History continues to decline. Therefore, this study sought to examine the influence on SHS students' History achievement, focusing on the policy's requirements regarding SHS History teachers' qualifications and the availability and accessibility of relevant SHS History textbooks.

Statement of the Problem

As stated earlier, to increase SHS students' understanding of subjects, including History, the Education Reform Act (2011) provides that

professionally qualified teachers teach all SHS subjects and that relevant textbooks should be available and accessible to all students. This policy guideline was put in place to improve students' academic achievement.

However, there is a continuous decline in SHS students' achievement in Liberia. A critical examination of students' achievement in the University of Liberia entrance exam (an assessment intended to enrol qualified high school graduates in tertiary institutions) in 2013 indicates that of the 25,000 candidates who wrote the entrance examination for the University of Liberia, no candidate passed (Liberia Daily Observer, 2014; Africanews, 2016). While the examination was administered in English and Mathematics (not History), the fact remains that graduates of SHS failed to pass the examination intended to measure their academic achievement from SHS. Predicated upon this, the former president, Sirleaf, described the country's education system as chaotic due to the poor academic foundation of the students from SHS. Furthermore, the JESR (2018) report ranked History as the country's least-performing subject. Again, in the analysis of a three-year (2020 – 2022) report, History ranked as the least-performing subject in SHS in Liberia West African Senior Secondary Certificate Examination (WASSCE) (WAEC, 2022). Figure 1 presents a chart of the WAEC statistical analysis for Liberia's 2020, 2021, and 2022 History examination results.

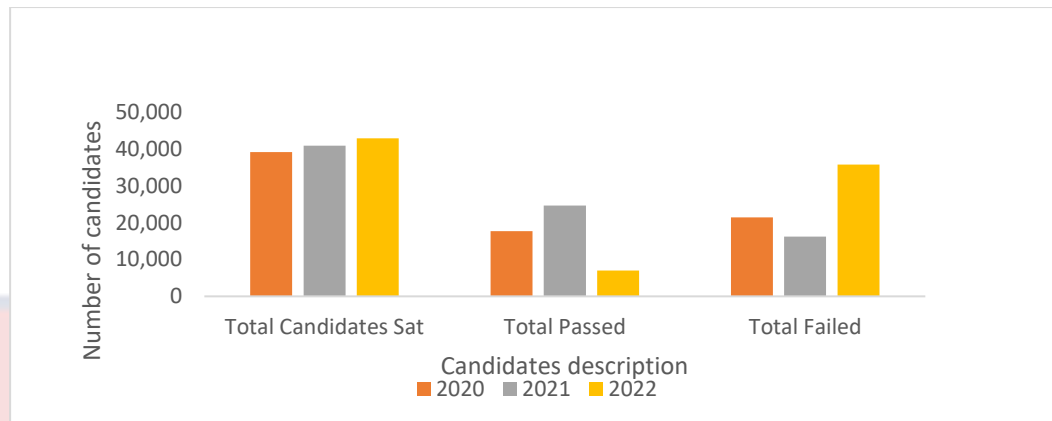


Figure 1: History WASSCE results for 2020, 2021 and 2022

Source: WAEC (2022).

Out of 39,263 candidates who took the exams in 2020, 17,767 (45.29%) passed, and 21,496 (54.75%) failed. The result slightly improved (not impressive) in 2021, where of 40,977 candidates, 24,730 (60.35%) passed, while 16,247 (39.65%) failed. In 2022, the History results can best be described as chaotic and ravaging. Of 42,920 candidates, 7,053 (16.43%) passed, and 35,867 (83.53%) failed.

In Saclepea Education District 1 there has been a drastic decrease in SHS students' academic achievement in History WASSCE. According to Saclepea District Education Office (2023) WASSCE – History Statistics from 2020 to 2022, 405 (224 male and 181 female) students sat WASSCE in History and only 10 students (9 male and 1 female) passed in 2020. In 2021, 362 (175 male and 187 female) sat and all failed. Similarly, in 395 students (207 male and 188 female) sat in 2022 and all failed.

The worse academic achievement of the students in 2021 and 2022 led to the closure of one of the high schools, William R. Tolber Memorial High School, in Saclepea Education District 1, Nimba County (Saclepea District Education Office, 2023), the district for the current study. This district is located

in the centre of Nimba County, whose SHS (public and private) enrol most students from rural and urban environments.

Africanews (2016) indicated that the lack of relevant textbooks in Liberia may be a factor in students' poor academic achievement. However, this assertion was a general media opinion and did not specifically address high school students' textbooks in a particular subject, such as the focus of the current study. Therefore, there was a need to examine the influence of the availability and accessibility of high school textbooks in History on students' academic achievement. A study by Attakumah and Tulasi (2015) found that the lack of textbooks in integrated science, English, and mathematics is a major reason for SHS students' poor academic achievement. However, the study did not examine the influence on the subject of History.

The significant contributions made by scholars such as VanSledright (2013), Attakumah Tulasi (2015), Attakumah (2020), and Oppong et al. (2022) regarding the impact of variables like teachers' qualifications and the availability of relevant textbooks on students' academic achievement is noteworthy within the academic realm. These findings bear significance for the field of education as they align with the factors identified by Mwachana, Mungai, Gathumbi, and George (2014), and Mogaka, Kariuki, and Ogeta (2019) as influential in the academic achievement of SHS students. It seems there is no substantial analysis of how SHS History teachers' qualifications, availability and accessibility of relevant SHS History textbooks influence SHS students' academic achievements in History in Liberia.

One approach to establishing this analysis is examining how SHS History teachers' qualifications, relevant available and accessible textbooks

influence SHS students' academic achievements in History. Even with the extensive research examining these variables' influence on SHS students' academic achievements, studies in the Liberian context still need to be completed. Furthermore, while these variables have been assessed across disciplines, no study considers them in the History subject in Liberia. Therefore, this study examines the influence of SHS History teachers' qualifications, relevant available and accessible textbooks on students' academic achievements in History.

Purpose of the Study

This cross-sectional survey study examines the influence of SHS (public and private) History teachers' qualifications (professional and non-professional qualifications), relevant available and accessible SHS History textbooks on students' achievement in History. The predictor variables are teachers' qualifications, relevant available and accessible SHS History textbooks, whilst the criterion variable is SHS students' academic achievement in History.

Research Objectives

Specifically, the study sought to:

1. assess SHS students' level of academic achievement in Saclepea Education District 1, Liberia.
2. identify SHS History teachers' qualifications in Saclepea Education District 1, Liberia
3. determine the availability of relevant SHS History textbooks in Saclepea Education District 1, Liberia.
4. establish whether relevant available SHS History textbooks are accessible to students Saclepea Education District 1, Liberia.

5. examine the influence of History teachers' qualifications (professional and non-professional) relevant available and accessible textbooks on SHS students' academic achievement in History Saclepea Education District 1, Liberia

Research Questions

To establish the influence of SHS History teachers' qualifications (professional and non-professional), relevant available and accessible textbooks on students' achievements in History in Saclepea Education District 1, Liberia, the following research questions were formulated:

1. What is the level of academic achievement of SHS students in History in Saclepea Education District 1, Liberia?
2. What are the qualifications of Senior High School History teachers in Saclepea Education District 1, Liberia?
3. What relevant History textbooks are available in Senior High Schools Saclepea Education District 1, Liberia?
4. What relevant History textbooks are accessible in Senior High Schools in Saclepea Education District 1, Liberia?

Research Hypothesis

The null and alternate hypotheses formulated and tested at a .05 level of significance were:

1. H_0 : There is no statistically significant influence of History teachers' qualifications, relevant available and accessible textbooks on SHS students' academic achievement in History in Saclepea Education District 1, Liberia.

H₁: There is a statistically significant influence of History teachers' qualifications, relevant available and accessible textbooks on SHS students' academic achievement in History in Saclepea Education District 1, Liberia.

Significance of the Study

The study examined the influence of SHS History teachers' qualifications and the availability and accessibility of relevant SHS History textbooks on students' academic achievement in History. It sheds light on the scarcity of professional SHS History teachers and the limited availability and accessibility of relevant textbooks in the Saclepea Education District 1. The study invites stakeholders like the Ministry of Education, private school administrators, and NGOs to take proactive steps. Additionally, the study brings attention to the disparity between policies requiring professional SHS History teachers and the availability and accessibility of relevant SHS History textbooks in schools before each academic year begins.

Limitations

Similar to many studies, this investigation encountered limitations. SHS History teachers' qualifications, relevant textbooks' availability and accessibility accounts of minimum variability (3.9) of factors that influence SHS students' academic achievement in History. Since the predictor variables could not explain a high variability, it prevented the study in providing comprehensive understanding into students' poor academic achievement in History in Saclepea Education District 1.

Additionally, the study did not differentiate the results per school types (public and private) to provide the specific understanding of the condition of

SHS History teachers' qualifications, History textbooks' availability and accessibility in Saclepea Education District 1. Since the results were not differentiated, the finding could not indicate which school type had the worse condition of History textbooks' availability and accessibility in Saclepea Education District 1. This means that there are many other factors that alter SHS students' academic achievement in History that were not examined in this study.

Delimitation

The current study focused on SHS History teachers' qualifications relevant available and accessible SHS History textbooks' influence on final-year SHS students' academic achievement in History in Saclepea Education District 1, Nimba County, Liberia. The study was delimited to these variables because SHS students' academic achievement in Liberia, most especially in Saclepea Education District 1, continues to decline despite government efforts to have professional SHS teachers in the classrooms and ensure all SHS had relevant textbooks available and accessible to all students. The current study covered both public and private SHSs. It employed the educational-related human capital theory. This type of human capital theory concerns learning resources (textbooks) and degree (teachers' qualifications) obtained in a recognized institution. The study population was final-year students of the seven SHS in the District. Saclepea Education District is best suited for the study; because the government closed one of the SHS in 2021 after all the students who sat in the WASSCE in 2020 and 2021 failed in all nine subjects (Saclepea District Education Office, 2021).

Definitions of Terms

The following terms are defined as used in the study:

Teacher's Professional Qualification: A minimum of a Bachelor's Degree in History Education teaching History in SHS.

Non-Professional Qualification: All other qualifications, besides professional qualification, teaching SHS History in Liberia.

Relevant Available SHS History Textbooks: Obtainable printed History textbooks, such as Liberia History Book 9, the government authorizes for teaching and learning SHS History.

Accessible SHS History Textbooks: Available SHS History textbooks that students quickly find from their schools throughout the learning period.

Students' Academic Achievement: Level of proficiency students gain and prove by scoring in a particular test or exam.

Organisation of the Study

The study is structured into five chapters. Chapter One is the introduction, which covers the background to the study, statement of the problem, purpose of the study, research questions, research hypothesis, significance of the study, delimitation, definitions of terms, and organisation of the study. Chapter Two comprises a literature review – theoretical review, conceptual framework and empirical review. Chapter Three describes the research method, which includes the research philosophy, research approach, research design, study area, population, sample and sampling procedures, and data collection instruments. It further describes the validity of the research instruments, data collection procedure, ethical considerations, and data processing and analysis. Chapter Four focuses on the interpretations of results

and discussion. Lastly, Chapter Five provides the study's summary, which covers the findings, conclusions, recommendations, and suggestions for further research.



CHAPTER TWO

LITERATURE REVIEW

The preceding chapter highlights a consistent trend of poor academic performance among SHS students in Liberia, despite the government's efforts to improve the situation by instituting policies that mandate qualified SHS History teachers to teach the subject and ensuring the availability and accessibility of relevant SHS History textbooks. Given this context, there is a clear need to investigate how certain predictive variables, specifically the qualifications of SHS History teachers and the availability and accessibility of relevant SHS History textbooks, influence the academic achievement of SHS students in the subject of History.

This study explored the Influence of Senior High School History teachers' qualifications, relevant available and accessible textbooks on SHS students' academic achievement in History. Henceforth, this chapter presents the theoretical review of the Human Capital Theory. Additionally, it presents the study's conceptual framework, followed by the empirical review of related literature relevant to the study and ends with the chapter's summary.

Theoretical Review

The study is based on Human Capital Theory (HCT), a concept introduced in economics in 1958. According to this concept, human capital refers to the role of individuals in creating and consuming goods and services (Kwon, 2009; Schultz, 1961). It is a resource that can be improved through education to enhance economic development. Historically, before 1958, human capital was not well-defined in economic terms (Holden & Biddle, 2016). The idea is that investing in education leads to a higher quality workforce,

contributing to a country's economic growth (Kwon, 2009; Gillies, 2015). This development then becomes the capital generated from human education. Government and other stakeholders are crucial in improving education, which is central to HCT.

Human Capital Theory

The origin of human capital is traced back to the period in American History when there was an income disparity between North Americans, mainly industrial and educated workers, and South Americans, who were primarily uneducated and relied on unskilled jobs. According to Schultz (1961), the disparity was mainly due to their education levels. He explained that human capital refers to the concept where a worker's income is connected to his or her level of education or training, such that individuals who have received more education or training tend to earn higher wages. The HCT concept emerged during the 1960s when Theodore Schultz transformed the term from a symbolic to a research-driven one (Schultz, 1961). Schultz (1961) and Becker (1964) were the first prominent economists to use the term in scholarly discussions. Investing in human capital by providing relevant textbooks for education and training improves students' achievement (Schultz, 1961). Students' achievement enables them to advance in their careers and earn high wages, because what labourers earn in the formal working environment is often determined by their levels of education (Becker, 1964). Additionally, Becker indicated that college graduates are paid more than their counterparts from high school. This discrepancy alludes to Schultz's view that the higher an individual's educational attainment, the more he or she earns.

From such background, Schultz's (1961) human capital research project succeeded when Walter Heller delivered his report to the American Government. He urged the country's leaders to allocate more resources toward education and training. As a result, Schultz's recommendation was institutionalised by the administrations of John F. Kennedy and Lyndon Johnson (Schultz, 1961). Since its institutionalisation, HCT has been used by researchers as a theoretical reliance; in contrast, government and other institutions use it to improve the efficiency toward creating education opportunities (provision of textbooks and training teachers).

The HCT is categorised into education, experience and tutoring (Fleischauer, 2007). Fleischauer described the education aspect of HCT as proper schooling where education stakeholders and the government ensure that professional teachers and relevant textbooks are available and accessible in schools to enhance students' academic achievement (Fleischauer, 2007). Based on this description and the background, the education aspect of HCT is utilized in the current study. Investing in education (human capital development) improves students' achievement and stimulates career advancement (Kwon, 2009).

Relating HCT to Education

A government should invest in educating the citizens by providing needed teaching and learning support because education benefits the individual and the state (Fleischauer, 2007). Applying HCT to education improves the teaching and learning environment, which leads to the provision of high-quality goods and services (Sweetland, 1996). Economic scholars such as Becker, Mincer, Corazzini, and Schultz as cited in Sweetland (1996), have noted that

students' enrolment in school and success in academic achievement help develop the countries' economies, where academic success relies on government and stakeholders' supports. According to Becker, finding a country that sustains economic growth without better education is difficult. Human capital contributed over 43% of US economic growth during the 1960s (Sweetland, 1996). The measure of such justifies the benefit of education to both the individual and the country.

One way of noticing the economic benefits of education is by comparing the lifetime earnings of educated individuals with those less educated; one determines education's profit (Bowen, 1964). In addition, education contributes to the nation's food security, health and awareness of constitutional rights (Sweetland, 1996). To this end, scholars (Bowen, 1964; Kwon, 2009; Sweetland, 1996) declare that education is one of the essential factors in the country's economic growth and development.

Countries invest in training teachers and providing needed learning resources to improve students' achievement and advance their career (textbooks) (Sweetland, 1996). When properly implemented, the HCT provides labourers with the necessary skills to perform their duties (Kwon, 2009). When applied appropriately, the Education aspect of the HCT leads to students' successful academic achievement, which results in income increment, improved workers' performance, quality health delivery system, and increases one's tendency to vote (Becker, 1964). To reap the benefits of human capital theory, government and education stakeholders should invest in training teachers and supplying textbooks to enhance students' academic achievement (Becker, 1964).

Criticism of HCT

HCT has many criticisms (Becker, 1964; Coleman, 1988; Tan, 2014). The current study examined three of these criticisms. Becker (1964) suggests investing in human capital, including education, contributes to a country's economic growth. Critics believe that countries and individuals' advancement in wealth and improvement in citizens' education does not necessarily mean that the country's growth is due to the increase in education (Becker, 1964). Most advanced nations in this 21st Century invest in education. For instance, Japan and Taiwan's advancements are due to educational investment in training teachers and providing learning resources (Becker, 1964). This implies that investing in human capital (education) leads to economic growth and development of a given country.

A person's educational level determines his/her employability in many formal institutions (Kwon, 2009). However, Tan (2014) argues that social and experience factors affect an individual's employability similar to education and training; as such, one should not rely on the HCT holistically. The HCT does not eliminate other factors affecting an individual's employability, as Winkler argues; instead, it focuses on the average, where social and experience factors are not necessarily excluded. The first consideration in employment in many formal sectors is professional qualification through education. From this background, Kwon's assertion that an individual's employability depends on his/her educational level seems more appealing.

Finally, economic growth and productivity rely on education acquired by human, because human is a capital that consumes what he/she produces (Schultz, 1961; Kwon, 2009). John Mills and Alfred Marshall rejected the term

'capital' to humans since it exists for men's consumption because man cannot be the consumer of himself (Kolomiets & Petrushenko, 2017). Schultz (1961) and Kwon (2009) declaring humans as capital seems appealing; the input value of human capital is the resources used to provide textbooks, and train teachers, education, while the output value is the productivity in the form of service.

Conceptual Framework

This section of the chapter introduces the study's conceptual framework, which is designed to analyze the influence of various factors on SHS students' academic achievement in History. The framework is based on HCT.

In HCT, it is understood that students' academic achievement is a direct outcome of investments made in education, mainly through improving teachers' qualifications and providing relevant textbooks (Schultz, 1961; Becker, 1964). Such educational investments lead to positive outcomes, including enhanced SHS students' academic achievement, career advancement, and increased earnings (Schultz, 1961; Becker, 1964).

This conceptual framework views education as input value within the context of the capital production system, with students' achievement as the desired output (Adeyemi, 2008). It emphasizes the importance of two critical sequential procedures: the input, which involves SHS History teachers' qualifications and the availability and accessibility of relevant History textbooks, and the output, which pertains to students' academic achievement in History as result of these inputs (Salam, 2015).

The current study, therefore, seeks to assess how SHS History teachers' qualifications (professional and non-qualifications), as well as the availability and accessibility of relevant textbooks, influence SHS students' academic

achievement in History. The study's conceptual framework, illustrated in Figure 2, visually represents the variables under investigation.

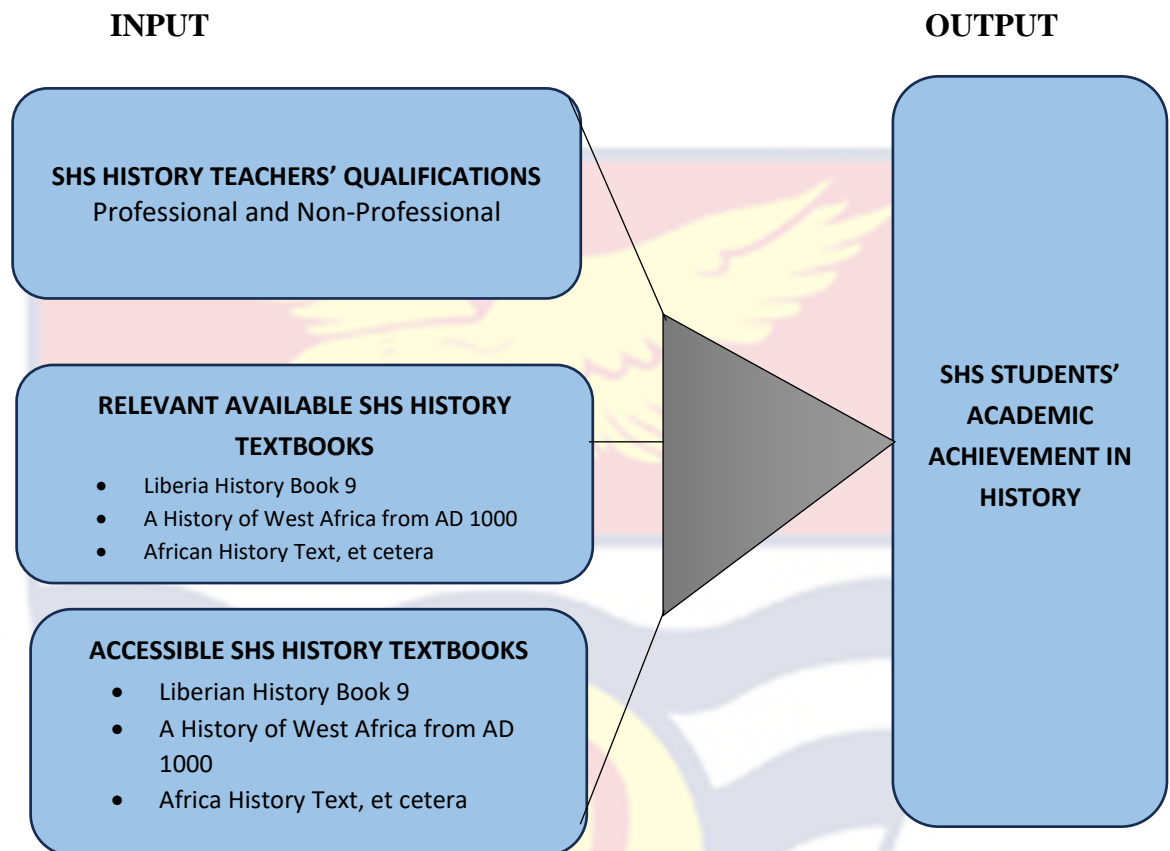


Figure 2: Influence of SHS History teachers' qualifications, relevant available and accessible textbooks on students' academic achievement in History

Source: Author's construct (2023).

The variables in the current study, as shown in Figure 2, are SHS History teachers' professional and non-professional qualifications, relevant available and accessible textbooks, and students' achievement in History. According to Bouchrika (2023), teachers' qualifications are those professional and non-professional certificates management require for the recruitment of teaching staff. The current study defines teachers' professional qualifications as a minimum of a Bachelor's Degree in History Education for teaching History in SHS. This is the required qualification for teaching SHS History in Liberia.

Non-professional qualifications refer to all other qualifications besides professional qualifications for teaching SHS History in Liberia. The term relevant available textbooks term needs to be broken into smaller definitions before defining it as a term. Relevant means significant to the subject at hand; available means being present in a given area; while a textbook is a book comprising evidence about a specific subject used by people learning the subject (Nuccorini, 2003). Therefore, the current study defines the term relevant available SHS History textbooks as obtainable printed History textbooks, such as Introduction to Liberian Government by Saye Guannue, which the government authorizes for teaching and learning SHS History in Liberia.

Nuccorini (2003) also defines accessible as being easily attainable. Therefore, the variable, accessible SHS History textbooks are available SHS History textbooks that students quickly find from their schools throughout the learning period. Next to the independent variables is the dependent variable, students' academic achievement. York, Gibson, and Rankin (2015) define academic achievement as an aspect of academic success that deals with grades or scores of students in a given test or examination. The current study defines students' academic achievement as a level of proficiency students gain and prove by scoring in a particular test or exam. The conceptual framework in Figure Two thus portrays the level of educational input by training SHS History teachers, making relevant SHS History textbooks available and accessible to students influence the output (SHS students' achievement in History).

Empirical Review

This section of the chapter is dedicated to empirical studies relevant to the current research. It is organized around specific themes related to the variables of interest. These variables include the qualifications of SHS History teachers (professional and non-professional), the availability and accessibility of relevant SHS History textbooks factors that influence students' academic achievement.

A Review on History teachers' Qualification and Relevant Textbooks

Opong, Adjepong, and Boadu (2022) reviewed scholarly works in History Education, advocating a shift from the traditional emphasis on substantive knowledge towards prioritizing procedural knowledge in teaching History. They argue that emphasizing procedural knowledge encourages critical thinking and active student engagement, aligning historical learning with a scientific approach.

The authors explored the philosophy of History, distinguishing speculative and critical philosophies. They associated substantive knowledge with speculative philosophy and procedural knowledge with critical philosophy, highlighting the prevalence of substantive knowledge in curricula and neglecting critical philosophy-aligned procedural knowledge. Their argument attributes the dominance of substantive knowledge in History education to curriculum limitations and insufficient focus on procedural knowledge. They stress the necessity of integrating both knowledge types, emphasizing that procedural knowledge enables students to actively participate in historical inquiry, analysis, and interpretation, thereby fostering their critical historical thinking skills.

Moreover, the authors proposed reforms in History education, advocating for changes in curriculum design, History teachers' training, availability of relevant textbooks for validating historical accounts, and assessment methods to accommodate procedural knowledge. They emphasized the importance of professional History teachers capable of effectively imparting procedural knowledge and recommend adjustments in curriculum structures to achieve a balance between substantive and procedural content.

The authors emphasized the importance of professional History teachers and the availability and accessibility of relevant History textbooks, yet their paper reviewed existing research by other scholars. Their scope did not centre on a particular educational level or geographical area. In contrast, the current study specifically examined the qualifications of SHS History teachers and the availability and accessibility of relevant SHS History textbooks within Liberia's Saclepea Education District 1.

Study on SHS History Teachers' Qualifications and Students' Academic Achievement

The U.S. Department of Education (2006) sought to identify the qualifications of History teachers at secondary school level during the 1999/2000 academic year. The motivation for this study was the notable increase in the number of students studying secondary school History in 1998. The study categorized History teachers' qualifications into professional and non-professional qualifications. The researchers analysed documents from the National Centre for Education Statistics (NCES) from 1999 to 2000 and surveyed secondary school History teachers as respondents.

The study's findings revealed that none of the secondary school History teachers had professional qualifications for teaching secondary school History. Furthermore, it was observed that only five percent of the secondary school students who enrolled in the 1999 to 2000 academic year were taught by teachers with a background in History but lacking professional qualifications to teach the subject. The shortage of professional History teachers was suggested as a reason for recruiting teachers with non-professional qualifications to fill the gap.

The author's work is considered a valuable contribution to academia as it sheds light on the challenges faced by secondary school History education in the United States, particularly concerning History teachers' qualifications. However, the text points out certain limitations in the study, such as the absence of information regarding the population and sample size and the exclusive focus on public SHS teachers, which may not provide a comprehensive analysis of the school system, including private schools. Therefore, the current study addressed these limitations by including the population and sample size of public and private SHS and by identifying the qualifications of both public and private SHS History teachers in Saclepea Education District 1.

Studies on teachers' qualifications and influence on students' achievement

Kara, Kimani, and Njagi (2013) conducted a quantitative study in Nyandarua County, Kenya, due to concerns about the poor academic achievement of SHS students. The research sets out to establish the relationship between SHS teachers' qualifications and students' academic achievement. They randomly selected a sample of 153 teachers from eight schools. Based on the last three years of the Kenyan Certificate of Secondary Education (KCSE),

they categorized the selected schools as high average, middle average, and low average. Two schools from each category per district were selected. The study employed questionnaires to collect teacher data as an instrument for the independent variable. It used linear regression analysis and One-Way ANOVA to assess the influence of teachers' professional qualifications on students' academic achievement. The findings indicated that teachers' professional qualifications did not significantly impact SHS students' achievement in KCSE.

While the study's aim and findings are relevant to the concerns in Nyandarua County, several limitations are highlighted. The researchers did not specify the overall population from which the 153 teachers were chosen. The study did not focus on specific SHS subjects. The minimum professional qualifications required for SHS teachers in Kenya were not also mentioned. Furthermore, the study did not provide information about the student population and sample size over the past three years, which was used to assess the dependent variable. Lastly, using recent teachers' qualifications to evaluate students' performance over the past three years was deemed unfair.

In response to these limitations, the current study concentrated on the qualifications of SHS History teachers during the 2022/2023 academic year and their influence on the academic achievement of final-year SHS students in History. It also highlighted the minimum professional qualification required for SHS History teachers in Liberia.

Casian et al. (2021) conducted a study in Rwanda to address the government's initiative to enhance teachers' professional qualifications to improve students' academic achievement. The study focused on public schools and targeted a population of 137 individuals. A sample size of 121 was chosen,

which included 16 deans and head teachers (eight from each category) and 105 teachers from the Gasabo District. The researchers employed qualitative and quantitative methods, using interviews and questionnaires as data collection instruments. The study employed a correlation research design and found that teachers' professional qualifications positively influenced students' academic achievement in public SHS in Rwanda.

The study's results suggested that teachers' professional qualifications enable them to employ more effective teaching methods, leading to improved student performance. The study informed the Rwanda Ministry of Education about the need to continue enhancing programs that develop teachers' qualifications. It urged teachers to prioritize their qualifications to improve students' achievement.

Despite its valuable findings, the study had some limitations. It did not specify the specialization of the selected teachers; it should have explained how students' achievement was measured or in which subject(s), and only focused on public schools. This limited the generalizability of the results. To address these limitations, the current study focused on the SHS History subject, involving final-year SHS students from both public and private schools. Students' achievement was measured using a test as the dependent variable.

In 2006, Zuzovsky conducted a study in Israel to explore the impact of SHS teachers' professional qualifications on students' academic achievement, particularly in Mathematics and Science. The study was prompted by a debate in Israel surrounding the government's emphasis on teachers' qualifications as a primary determinant of students' academic achievements. This led to a policy prioritizing teachers' professional qualification. Zuzovsky focused on how the

qualifications of Mathematics and Science teachers influenced students' achievement, employing a quantitative research approach. The study involved 371 mathematics and 317 science teachers, who collectively taught 4,000 students across 149 classrooms.

Data were collected through questionnaires, and the analysis involved mean and multilevel regression analyses using HLM6 Software. The results indicated no significant difference in the academic achievement of students taught by teachers with professional qualifications compared to those taught by teachers with non-professional qualifications. The study suggested that teachers' professional development programs, including workshops and training, had a more positive impact on student achievement than professional qualifications alone.

While the study contributed to the ongoing debate in Israel and beyond, it had some limitations.

It did not clarify how the dependent variable (students' academic achievement) was measured, and relying solely on questionnaires as a data collection instrument might have been insufficient. The current study utilized questionnaires to gather data on SHS History teachers' professional and non-professional qualifications and the availability and accessibility of relevant textbooks. Additionally, a test was employed to measure students' achievement in History.

In 2022, Patrick conducted a qualitative study in New Juaben, Ghana, to gather the perspectives of Social Studies teachers on the impact of professional qualifications on SHS students' academic achievement in the New Juaben Municipality. The study sampled 24 teachers from a target population of 60

Social Studies teachers across all 12 SHS in the municipality. The respondents were selected using simple random sampling from government and private schools. Thematic and visual analyses were employed to examine the data, revealing that most teachers believed professional qualifications influenced SHS students' academic achievement. While the study was research-focused and contributed to existing literature, its qualitative nature limited the number of respondents and hindered generalizability. To overcome this limitation, the current quantitative study employed a larger sample of 183 respondents.

Angbing (2014) conducted a study in Ghana to explore the influence of SHS Social Studies teachers' qualifications on students' achievement in Social Studies. The survey design was employed, with a population of 635 SHS Social Studies teachers, from which a sample of 75 teachers was drawn. The study also included 2,253 SHS students, sampled from a student population of 74,247. Using a test, the researcher collected data from student respondents, and teacher respondents through a questionnaire. The study focused solely on public SHS and employed a T-test to analyze the data. The results indicated that SHS students taught by teachers without professional qualifications performed better than those taught by professional SHS Social Studies teachers, suggesting that teachers' professional qualifications did not significantly influence students' academic achievement in Social Studies. However, the study's scope was limited to Social Studies teachers in public SHS. The current study extended the investigation to SHS History teachers' qualifications and SHS students' academic achievement in History, encompassing both public and private SHS.

Filgona and Sakiyo (2020) conducted a study in Adamawa State, Nigeria, to investigate the relationship between teachers' professional

qualifications and SHS students' academic achievement in Geography. The improper implementation of the Nigerian government's policy to hire professional-qualified teachers prompted the study. Using a predictive correlation design, the study involved 800 respondents, 50% teachers and 50% students from SHS, who were sampled from 834 teachers and 25,890 students through the use of multi-stage sampling technique. The study considered 100 SHS out of 366, and data were collected using the Geography Teachers' Qualification Checklist (GTQC), Students' Attitudinal Scale in Geography (SASIG), and Geography Achievement Test (GAT). The data were analyzed through regression analysis, revealing that Geography teachers' qualifications significantly influenced SHS students' academic achievement.

While this study provided valuable insights into the influence of Geography teachers' professional qualifications on students' academic achievement in Geography, it focused exclusively on Geography as a subject in Nigeria. The current study explored the impact of SHS History teachers' qualifications on students' academic achievement in History in Liberia.

In a study conducted by Mohamad and Sinsuat (2022) in the Philippines, the influence of professional and non-professional teachers' qualifications on SHS students' academic achievement in English, as assessed by the National Achievement Test (NAT), was examined. NAT is a standardized test designed by the Philippine government to assess students' achievement. The descriptive correlation method was employed to analyse the influence of English teachers' qualifications on students' NAT scores. The study included 25 teachers, 16 of whom taught English, and nine taught different subjects. A questionnaire and checklist were used to collect data on English teachers' professional and non-

professional qualifications. Chi-square analysis was used to analyse the data, and the results indicated that teachers' professional qualifications positively influenced students' academic achievement in English.

While this study provided valuable insights into the influence of English teachers' qualifications on SHS students' academic achievement in Philippine, it did not specify the year in which NAT English results were considered in the analysis or the total number of students whose results were used to analyse. To address these gaps, the current study focused on final-year SHS students in the 2022/2023 academic year, with a sample size of 183 SHS final-year students.

Owolabi and Adedayo (2012) examined the relationship between physics teachers' professional qualifications and SHS students' academic achievement in Nigeria. They conducted a descriptive research design with a sample size of 100 SHS physics teachers. The population of the study consisted of all SHS students who took the physics WASSCE that year. Data collection was document-based, where they collected the WASSCE Physics results of SHS students from the 2009/2010 academic year in Ekiti State, Nigeria. The researchers also gathered information on teachers' qualifications and years of experience, categorizing them by gender, experience, and academic certificates.

Their findings indicated that teachers' professional qualifications positively influenced students' academic achievement in SHS physics. The researchers recommended that SHS authorities prioritize recruiting physics teachers with professional qualifications, as this was linked to improved student achievement. However, the study did not specify the minimum professional qualification required for SHS Physics teachers in Nigeria, and it focuses on the

physics subject. The current study therefore focuses on History and outlines the minimum professional qualification for SHS History teachers in Liberia.

In a study conducted by Anthony and Elangkumaran (2020) in the Trincomalee District, Democratic Socialist Republic of Sri Lanka, explored the relationship between teachers' qualifications and students' academic achievement in science. They selected all the science teachers, totalling 53, who taught General Certificate of Education (GCE) classes in the Trincomalee Division as their sample. The study utilized a quantitative method, collecting data through a questionnaire. The variables used to predict teachers' qualifications included certification, subject mastery, and professional development. Students' academic achievement was measured based on their GCE results in various subjects to assess the influence of teachers' qualification. The results indicated that teachers' professional qualifications significantly influenced students' academic achievement in the science-GCE examination. However, the study did not specify the specific science subject it investigated, and it did not indicate the minimum professional qualification required for science teachers in Sri Lanka. The current study focuses explicitly on the SHS History subject and establishes the minimum qualification for SHS History teachers in Liberia.

Musau and Abere (2015) conducted a study in Kenya to identify the influence of science, mathematics, and technology SHS teachers' qualifications on students' academic achievement. The sample size was 648 respondents (8 head teachers, 40 teachers, and 600 final-year students) from 8 sampled SHS in Eastern Kenya. Document-based analysis was done with the collection of information about the 2012 examination results of the students. The result

shows that SHS science, mathematics, and technology teachers' qualifications do not influence students' academic achievement.

The researchers suggested that teachers specializing in chemistry, biology, physics, and agriculture also teach mathematics perfectly and lead students to better results, as indicated in the 2012 results analysed by the researcher. The finding represents the actuality surrounding students' achievement from the standpoint of the document-based data analysis done by the researchers. However, the researchers did not specify the minimum professional and non-professional teachers' qualifications of the teachers sampled. The current study focuses on the qualifications of SHS History teachers in Liberia, indicating the minimum professional qualification.

Savage, Hubner, Biewen, Nagengast, and Polikoff (2021) conducted a study in Texas, the United States, to investigate the impact of relevant Social Studies textbooks on Junior High students' achievement in Social Studies. Their study involved a sample from 598 districts, focusing on Junior High students. They identified the districts that had purchased the relevant Social Studies textbooks and selected them for the study. Districts that did not had data on their textbooks conditions either provided proof of purchasing the textbooks or were excluded from participation.

The study used test developed from the Junior High relevant textbooks to measure students' academic achievement. Ultimately, the research did not find a significant influence of Social Studies textbooks on Junior High students' academic achievement in Social Studies in Texas. The authors called for further research in other related areas of discipline to explore the influence of relevant textbooks on students' academic achievement.

While the researchers' study examined the Texas Government's policy on the availability of relevant textbooks and its influence on students' academic achievement, it specifically focused on the Junior High Social Studies subject. The current study however centred on relevant available SHS History textbooks and their influence on SHS students' achievement in History.

Attakumah and Tulasi (2015) conducted a study in Ghana to investigate the impact of relevant textbooks on SHS students' achievement in English, Mathematics, and Integrated Science in the Volta Region, mainly focusing on their performance in the WASSCE. The study was initiated in response to the Ghana Government Education Service (GES) textbooks policy, which aimed to supply textbooks for each core subject in senior high schools, particularly those subjects linked to standardized testing. A quantitative research approach was employed.

The study involved a sample size of 96 teachers responsible for teaching the three mentioned subjects and 32 librarians from selected schools. Questionnaires were administered to these participants to gather data related to the independent variable, which was relevant textbooks. The researchers assessed Students' academic achievement using the WASSCE results from the past three years for mathematics, English, and integrated science.

The study's findings revealed the unavailability of textbooks in mathematics, English, and integrated science, and suggested that textbook availability significantly influenced students' performance in these core subjects in the WASSCE. One strength of the study was its data collection from teachers and librarians, which helped corroborate the findings. However, using the past three years' WASSCE results for graduated students in these subjects

to measure students' achievement raised concerns about fairness. As a result, the current study employed SAQ for data collection on the independent variables and a test for data collection on the dependent variable.

Studies on SHS Textbooks and SHS Students' Academic Achievement

Mwathwana, Mungai, Gathumbi, and George (2014) conducted a study in Kenya to investigate how the use of relevant SHS History textbooks' influence SHS students' achievement in the Kenya Certificate of Secondary Education (KCSE). The study covered five years, from 2005 to 2009, including public and private schools. The research sample consisted of 20 SHS, 20 head teachers, 40 SHS History teachers, 40 parents, and 400 SHS students. The case study design was employed, and a probability simple random sampling technique was used to select participants. Data were collected through questionnaires, interview guides, and focus group discussions, and the Statistical Package for Social Sciences (SPSS) version 10 was used for data analysis with descriptive statistics.

The study's results revealed that some schools had fewer approved SHS History textbooks, while most schools did not have any approved SHS History textbooks. The researchers concluded that the availability of relevant SHS History textbooks positively impacted students' academic achievement. The study's timeframe and participant selection were reasonable for gathering the necessary information. However, it did not directly measure the dependent variable. The current study addressed this gap by administering tests to measure students' academic achievement in SHS History.

Mogaka, Kariuki, and Ogeta (2019) conducted a study in Kenya to identify the impact of attainability and utilization of SHS textbooks on students'

achievement. The study aimed to understand why SHS students in Kisii County, Kenya, experienced poor academic performance despite the government's support for all SHS in the country. A mixed-methods approach was employed, with data collected through questionnaires for students, interviews with teachers, and a test to assess students' achievement.

The research utilized a correlation research design, with a sample size of 401 students and 25 teachers. Quantitative data were analysed using inferential statistics, including Pearson's Product Moment Correlational Coefficient and multiple regression. The qualitative data were analysed thematically. The study found that relevant SHS textbooks were only available and utilized in a few SHS, while most lacked them, resulting in limited student utilization.

The study's findings indicated that the availability and utilization of textbooks significantly influenced SHS students' academic achievement. This confirmed the importance of the Kenyan government's policy to ensure relevant textbooks' availability and utilization in all SHS. The researchers' data collection and analysis methods appeared credible, as they logically measured independent and dependent variables. However, the study did not specify the subjects for which textbook availability and utilization were investigated. Consequently, the current study focused on the SHS History subject and targeted relevant available, and accessible textbooks.

Adeyemi (2023) conducted a study to explore how the use of English language textbooks and students' involvement in class could predict academic achievement in English language among SHS students in Nigeria. The study was driven by the challenge of students' limited comprehension of vocabulary,

spelling, grammar, and English pronunciation. The research adopted a correlational survey design with a sample of 720 students and utilized three research instruments: a questionnaire, an observation scale, and an English language achievement test. The analysis using Multiple Linear Regression found a positive relationship between textbook utilization and students' involvement with their academic achievement in English. The study also showed that these two factors were significant in predicting students' academic achievement in English.

The study's founding was accurate because it was based on data driven results and employed the proper analytical tool, Multiple Linear Regression, to determine the correlation. It centred on the use of English textbooks, along with students' involvement, and students' academic achievement in English in Nigeria. Nevertheless, the study did not take other subjects, such as History, into account. The current study therefore targets History teachers' qualifications, and the availability and accessibility of relevant History textbooks and students' academic achievement in Liberia.

Study on SHS Students' Interest in History and its Influence on Their Achievement

Ndim (2021) conducted a study in Nigeria to investigate the impact of SHS students' interest in History on their academic achievement. The study employed the census sampling technique, involving 110 SHS students selected as respondents from ten public SHS in the district. Data collection instruments used in the study included a test containing 20 multiple-choice questions from previous WASSCE History questions. The collected data were analysed using

an independent T-test. The study's findings revealed a significant influence of students' interest in the subject on their academic achievement.

While the study's sampling technique and data collection procedure were well-suited for its objectives, a potential limitation was its focus on only public SHS students as respondents. This limited scope may not offer a comprehensive understanding of the extent to which students' interest in History significantly influenced their academic achievement. The current study thus expanded its scope by including both public and private SHS students as respondents.

Studies on Parents' Economic Status and Education Levels on Students' academic Achievement in Mathematic and English

Farooq, Chaudhry, Shafiq, and Berhanu (2011) conducted a survey-based study at the University of the Punjab, Pakistan, and the University of Gothenburg, Sweden. They examined how parents' economic status and education levels influence students' academic achievement in Mathematics and English. This research, which involved 600 secondary school students, found that parents' economic status and education levels significantly influence students' academic achievement in Mathematics and English.

The study however overlooked the influence of high school History teachers' qualifications, the availability and accessibility of relevant History textbooks, and on students' academic achievement in History at the secondary school level. The current study therefore aimed to examine how high school History teachers' qualifications, as well as the availability and accessibility of relevant History textbooks, influence students' academic achievement in History.

Study on Textbooks' Cost and its availability

Stein, Hart, Keaney, and White (2017) conducted a study in New Zealand, investigating the perspectives of first-year University of Otago students regarding textbook costs and availability. This mixed-method of study involved 811 students, with 239 participants surveyed through questionnaires and focus group discussions. They analysed the data by identifying common themes guided by specific keywords. Notably, first-year students tended to spend significantly on printing textbooks, leading many to avoid purchasing due to the high costs. The study shed light on students' financial difficulties due to expensive textbooks, suggesting a need for authority to provide the textbooks.

This research contributes to the academic literature, focusing on the reasons of shortage of relevant textbooks. However, it is worth noting that this study specifically targeted university students, leaving the condition of textbooks for SHS students unexplored. Again, it focused on the state of New Zealand textbooks. As a result, the finding could not cover SHS History textbooks' situation in Liberia. This study investigates the condition of SHS History textbooks within the Saclepea Education District 1 in Liberia.

Chapter Summary and Implication for the Current Study

This part of the chapter first summarises the theoretical review, which discussed the Education aspect of HCT. This theoretical review aspect is followed by the conceptual framework which considered the three independent variables and one dependent variable. The conceptual framework is followed by the empirical review, which reviewed related literatures on the variables of interest.

The theoretical review portion of the chapter focused on the education aspect of the HCT. The education aspect of the HCT states that input influence output, where investment in education (provision of textbooks and training teachers) is the input that influence output (students' academic achievement) (Becker, 1964). It concluded that when government and stakeholders invest in education by training teachers, and providing relevant textbooks, students' academic achievement improves (Becker, 1964; Coleman, 1988). Three of the critiques of this theory were also discussed.

Conceptually, the chapter focused on SHS History teachers' professional and non-professional qualifications, relevant available and accessible of SHS History textbooks as the independent variables. It focused on SHS students' academic achievement in History as the dependent variable. The concept portrayed that students' academic achievement improves when input is made in education through investment in training teachers and relevant learning resources, such as relevant textbooks, are provided.

The empirical review of related literatures is next to the study's conceptual framework. The empirical review discussed related literature to each independent variable and dependent variable. At the end of every reviewed literature is a critique, and how the current study addresses these critiques. The next paragraphs provide abstracts of these critiques.

U. S. Department of Education (2006) and Mohamad and Sinsuat (2022) did not indicate the sample sizes of their studies. Additionally, Casian, et al. (2013), Mogaka, et al. (2019), and Kimani, et al. (2021) did not provide the particular subjects of SHS teachers' specialization. The current study therefore

used a sample size of 183 SHS final-year students and considered SHS History teachers' qualifications.

Zukovsky (2006), Casians, et al. (2021) and Mwathwana, et al. (2014) did not indicate how the students' achievement was measured in their studies. Furthermore, Mohamed and Sinsuat (2022) did not mention in their study the years in which exam results were used to measure the dependent variable. Therefore, the current study measured the dependent variable by considering the score of the test administered to the final-year SHS students of the 2022/2023 academic year.

Farooq, et al. (2011), Owolabi and Adedayo (2012), Attakumah and Tulasi (2015), Filgona, Adedayo (2020), Savage, et al. (2021), and Angbing (2014) considered different subjects other than SHS History. Additionally, U. S. Department of Education (2006), Casians, et al. (2021), Ndim (2021), and studies only focused on public SHS. The current study considered SHS History subject in public and private SHS to include all the populations of interest.

Owolobi and Adedayo (2012), Musau and Abere (2015), Anthony and Elangkumaran (2020) never indicated in their studies the minimum professional qualification of the teachers whose qualifications their studies were about. As for Kimani, et al. (2013) and Attakumah and Tulasi (2015), their studies used past years' students' achievement to measure the dependent variables against the independent variables without explaining the linkage of these two variables. The current study indicated that the minimum professional qualification for SHS History teachers in Liberia is Bachelor's Degree in History Education. It also measured the dependent variable (students' academic achievement) by

administering test to the final-year SHS students of the 2022/2023 academic year.

Patrick (2022) conducted a qualitative study, so he could not have generalized the result. Zukovsky (2006) use of a questionnaire to collect data on the dependent and independent variables was not appropriate to measure students' academic achievement. So, the current study used the quantitative approach and employed SAQ and test instruments.

All the related kinds of literature being reviewed did not consider SHS History in Liberia. Additionally, those related literature did not consider the current topic 'Influence of SHS History Teachers' Qualifications, Relevant Available and Accessible Textbooks on SHS Students' Achievement in History'. The current study is thus uniquely different, and the context of the study (Liberia) did not share a similarity with any of the pieces of literature reviewed. Additionally, there is limited literature on relevant SHS History textbook accessibility.

CHAPTER THREE

RESEARCH METHODS

The study examined the influence of SHS (public and private) History teachers' qualifications, relevant available and accessible SHS History textbooks on students' academic achievement in History at the Saclepea Education District 1 in Liberia. This chapter describes the research methods, which include the research philosophy, research approach, research design, study area, population, sample and sampling procedures, and data collection instruments. It further describes the validity of the research instruments, data collection procedures, ethical considerations, and data processing and analysis.

Research Philosophy

The positivism philosophy guided the discovery of the relationship established on the influence of SHS history teachers' qualifications, relevant available and accessible textbooks on SHS students' achievement in History. Positivist holds three key philosophical assumptions, thus ontological, epistemological and methodological. These assumptions influenced the execution of the current study.

The ontological assumptions concern the nature of reality, where reality exists and is driven by immutable natural laws and mechanisms (Guba & Lincoln, 1994; Kuyini & Kivunja, 2017). Reality is assumed to be external to the human mind (Pring, 2003). In this study, the relationship between SHS history teachers' qualifications, relevant available and accessible textbooks and students' achievement is independent of human manipulations based on the mind (Cohen, Manion, & Morrison, 2007). This relationship is tested and governed by principles in the HCT (Sweetland, 1996). The HCT states that

when the government invests in education through training SHS History teachers, and providing relevant SHS History textbooks that students can access, SHS students' academic achievement in History will improve (Sweetland, 1996). Again, the SHS resources being assessed (History teachers' qualifications, relevant available and accessible textbooks) are visible elements that can be objectively identified irrespective of the one observing it without any external interferences. Moreover, students' achievement is measured by scoring their level of proficiency in answering historical questions from past events that manifested naturally and observed independently of the human mind.

Epistemologically, the objectivistic and dualistic approach are followed in arriving at scientific truth. In the current study, the standards to judge students' level of performance are objectively determined by a national body, WAEC Liberia. Hence, the interpretation of students' academic achievement is objectively determined, a principle the positivists uphold (Creswell, Plano & Clark, 2018; Sarantakos, 2005). Positivists interest is to gather facts devoid of one's values. Hence, the current research did not influence the study based on the relational expectations of the variables understudy. Interactions with the respondents were minimised so that only the facts are discovered and reported.

The positivist paradigm methodologically focuses on determining cause and effect relationships, making generality and replication possible (Creswell, et al., 2018). Krauss (2005) indicates that studies using the positivist paradigm often use the survey design considering large data collection for analysis. The survey design allows researchers the opportunity to describe a phenomenon at a point in time and also examine cause and effect relationship in educational

research such as the current study (Creswell, et al., 2018). The experimental designs are the most dominant designs used by the positivists. Data sources regarded concerning the current study are performance type data and documents (history textbooks). Additionally, they use statistical tools such as descriptive statistics and multiple linear regression to analyze data gathered (Antwi & Hamza, 2015). These statistical tools were employed in the current study. It becomes obvious that the positivists support the quantitative approach to research.

Research Approach

The current study employs a quantitative approach to generate data that best helps in the examination of the relation between the criterion variable (SHS students' achievement in History) and the predictor variables (teachers' qualifications, relevant available and accessible textbooks). According to Rahman (2007), this approach allows the collection of data from a large number of respondents in a short time, increasing the investigation's reliability. Additionally, the quantitative approach leads to a speedy collection of data, and employing a closed-ended questionnaire instrument motivates respondents to complete it efficiently (Rahman, 2007). The quantitative approach is structured and methodical but lacks the flexibility of the qualitative approach, which provides a deeper understanding of a problem. However, qualitative approach can struggle with analyzing large amounts of data quantitatively (Rahman, 2007). The quantitative approach is appropriate for the current study because it easily enabled data collection from many respondents in a relatively short time frame.

Research Design

The current study employed the cross-sectional survey design as supported by the philosophy of positivism with total adherence to the tenets of the quantitative approach. According to Drew (2023), this design allows the collection of one-time data. Unlike the longitudinal design, which repeats data collection from the same sample, the cross-sectional survey design enables researchers to collect data on the same variables simultaneously and from the same respondents (Drew, 2023); the current study was cross-sectional due to the one-time data collection in a segment of the history students' population. According to Siedlecki (2020), the descriptive cross-sectional survey design for education research examines and describes the variables in phenomena. The design was suitable for this study because it appropriately examined the variables in the research questions, and hypotheses. Variables in the current study are SHS History teachers' qualifications, relevant available and accessible textbooks, and students' achievement in History. In addition, it described the relationship that existed among them to direct policy decisions.

The descriptive cross-sectional survey design provided several benefits to the current study. It provided time-saving gains to the study. The questionnaire and test used for data collection from the final-year SHS students aligned with the study's research philosophy, problem and formulated objectives, yielding timely data during its administration. Additionally, the design provided the right time for the respondents to appropriately address the study's objectives, research questions, and hypotheses. Again, the design allowed for standardised data collection where respondents were given the same set of questionnaire. According to Siedlecki (2020), examining the

characteristics of variables and establishing the problems that exist in each is another unique strength of the descriptive survey design. Lastly, it assisted in gathering quantitative data, thereby making it possible to compute responses for further analysis statistically.

Study Area

The study setting is Nimba County in the Republic of Liberia. Nimba County is located in the North of the rural part of Liberia. It is one of the 16 Education Counties of Liberia. It has 63 SHS (24 public and 39 private) and 13 Education Districts. Saclepea Education District 1 is one of the districts in Nimba County. Saclepea Education District 1 is a rural-urban District where the chief economic commodity is rubber. This means that most of the people of this district are agriculturists. However, the decline in the price of rubber in the country over the past ten years has turned most of the inhabitants of the district into subsistence farmers. The decline in the price of rubber also accounted for more youth of school-going age involvement in motorcycling for males and small-scale trading for females to finance their schooling.

Additionally, most SHS students of Saclepea Education District 1 do not have financial support from families or non-governmental bodies. The few receive little support from their parents due to the small-scale nature of their businesses (trading and farming activities). The district has 7 SHS (three public and four private). Saclepea Education District 1, along with Zoe-Geh Education District, where the pilot data was collected, is located at the centre of the education districts of Nimba.

The Saclepea Education District 1 had eight SHS (three public and five private) – including the one SHS that was closed due to repeated failure of its

students in all WASSCE Subjects in 2021 and 2022. In 2021, the Ministry of Education strongly warned two of the District's SHS (one public and one private) for the failure of all its candidates in all nine subjects in the WASSCE (Saclepea District Education Office, 2021). In 2022, the Ministry closed William R. Tolbert Memorial Senior High School (one of the SHS that repeated the failure of all its students in all nine WASSCE subjects) (Saclepea District Education Office, 2023). The closure of one of the SHS is one of the critical issues driving the study in the Saclepea Education District 1.

Population

The study focused on students to gather insights about their learning experiences and challenges to help them succeed academically. Schools' administrators, though confirmed information about teachers' qualifications, textbooks' availability and accessibility in Saclepea Education District 1, were not the focused population of the study. The study's emphasis on students' participants aligns with its focus on assessing the effectiveness of educational policies in Liberia.

The study population was all final-year SHS students (N = 335) at the Saclepea Education District 1. The final-year students had adequate content knowledge and covered a significant part of the Liberia National curriculum for Grades 10 to 12 and the WAEC Syllabus from where the test items were taken to measure their achievement. The first and second-year SHS students were unsuitable for the current study because they had not covered enough curriculum content to take the History test, which assessed their academic achievement in History.

Table 1 shows the population distribution by school type, school, and sex.

Table 1: Population of Students Per School Type and Sex

School Type	School	M (%)	F (%)	Total (%)
Public	A1	36 (48)	39 (52)	75 (100)
	A2	31 (49)	32 (51)	63 (100)
Public	B	15 (47)	17 (53)	32 (100)
Public	C	13 (54)	11 (46)	24 (100)
Private	D	23 (51)	22 (49)	45 (100)
Private	E	18 (69)	8 (31)	26 (100)
Private	F	17 (68)	8 (32)	25 (100)
Private	G	21 (47)	24 (53)	45 (100)
Total		174 (52)	161 (48)	335 (100)

Source: Saclepea District Education Office (2023)

Sample and Sampling Procedures

The sample size was 183 SHS final-year students selected from the seven SHS in Saclepea Education District 1. The current study employed Adam's (2020) sample size calculation procedure to sample 183 students out of 335 populations as the sample size. This sample size was suitable for the study because it represented proportional populations of interest.

A probability sampling technique was used to sample the students. Specifically, the systematic sampling procedure was applied using a sampling interval (SI). SI is used in a systematic sampling procedure to select a population sample; in stratified sampling, SI can be selected based on its suitability to a stratum (Jackson, 2009). The three procedures in sampling a stratified population are grouping each stratum on a sample size table, proportionally allocating sample size to each group, and sampling the sample (Nguyen, Shih,

Srivastava, Tirthapura & Xu, 2021). The investigator grouped each stratum on the sample size table per school type, school, and gender. The investigator proportionally allocated a sample size to each stratum and began sampling the sample size from the subpopulations for each stratum. The investigator requested the school administration for the final-year registered students from each school to be used for sampling.

According to Nguyen, et al. (2021), a stratum with a large population is allotted a large sample size. From this backdrop, the sample size of each stratum was allocated proportionally. Table 2 shows the sample size of the study per strata.

Table 2: Sample Size of Respondents Per Strata

School Type	School	M	F	Total
Public	A1	20	23	43
	A2	16	18	34
Public	B	9	10	19
Public	C	8	6	14
Private	D	14	12	26
Private	E	7	3	10
Private	F	8	3	11
Private	G	12	14	26
Total		94	89	183

Source: Field Data (2023)

Table 2 shows that the public SHS students' sample size of 110 (M = 53 and F = 57) was larger than private SHS students' sample size of 73 (M = 41 and F = 32). Additionally, the table shows that the public SHS female sample

size (57) was larger than the male sample size (53) as proportionally shown in the population in Table 1. On the other hand, the private SHS students' male sample size (41) is larger than the female sample size (32), as indicated in Table 1.

Data Collection Instruments

The study employed a test to gather data on students' achievement in History, and the School Assessment Questionnaire (SAQ) to gather data on SHS History teachers' qualifications, relevant available and accessible textbooks.

Test

The test instrument has two sections with 21 items. Section One included the student's identification number (required only for data matching). Section Two covered 20 Structured Multiple Choice (A to D) test items selected from past years (2018 and 2022) Liberia WASSCE History Papers. Students were instructed to read carefully and select the option that best answers each of the questions. An example of how a question was supposed to be answered was demonstrated.

School Assessment Questionnaire

The SAQ was an instrument developed by the study's investigator. This instrument contained three sections. Section One focused on students' demographic information, covering their identification number (required only for data matching), school type (public or private), gender, and age.

Section Two focused on SHS History teachers' qualifications. Teachers' qualifications in Liberia are categorised into professional (a Bachelor's Degree in History Education and a Master's Degree in History Education) and non-professional qualifications ('C' Certificate in Education, a 'B' Certificate in

Education, an Associate Degree, a Bachelor's Degree in Education, a Bachelor's and Master's Degrees in other disciplines). The confirming data on SHS History teachers' qualifications, the condition of relevant SHS History textbooks' availability and accessibility in Saclepea Education District 1 were obtained from the schools' principals.

Section Three comprised 32 items measuring relevant available and accessible History textbooks. These textbooks were identified from the National Curriculum for Grade 10 to 12 History (2011). The students were to tick under 'Yes' or 'No' to indicate the availability and accessibility or not of the History textbooks.

Validity and Reliability of the Instruments

To ensure the validity and reliability of the items on the instruments, the researcher submitted the SAQ and the test to supervisors. The supervisors deleted some irrelevant items on the instruments and arranged them appropriately before they were taken to the field for data collection. The following paragraphs provide details of the corrections made to the instruments and reliability measures executed.

Three sections containing 66 items on the SAQ were submitted to the supervisors. They deleted 13 inappropriate items and edited the layout, where they rearranged the SHS History teachers' qualifications according to professional and non-professional and all the sections. Section One contained five items to collect respondents' demographic details. Section Two contained eight items to collect data on SHS History teachers' qualifications, while Section Three contained 20 items to collect data on relevant available textbooks and 20 items to collect data on accessible SHS History textbooks. The

supervisors' editing and restructuring of the SAQ was an exercise to increase the content validity. When experts, such as supervisors, evaluate a new instrument, such as SAQ, ensuring all items are essential and removing inappropriate items, its content validity is high (Taherdoost, 2018). After straitening the SAQ, it was left with 45 items in the three sections used for data collection.

To establish the reliability of the instruments, the investigator pilot-tested them in the Zoe-Geh Education District using a sample size of 20. As Taherdoost, (2018) stipulate, a pilot test involves an informal critique of individual items as they are prepared. According to Taherdoost (2018), 10 to 30 participants in pilot testing are ideal for feasibility studies. Based on Taherdoost view, a sample of 20 respondents (nine females and eleven male students) from two SHS (one public SHS and one private SHS) were used for the pilot test. These respondents possessed characteristics similar to those in the main study, including that they offered History as a subject and seemed to have been confronted with similar challenges of availability and accessibility of History textbooks and poor academic achievement.

Achievement Test

The supervisors assessed and restructured the test instrument ensuring it appropriately measured the proposed concept for which it was adapted. The pilot respondents were given draft copies of the test. They were told to discuss verbally and frankly with the researcher any doubt, incoherence, or incomprehensiveness that they may experience about any aspect of the draft instrument. The necessary corrections on the instrument layout were ratified after the pilot testing.

Establishing internal consistency of a dichotomous item, such as the achievement test, required that the responses be keyed '0' for wrong answer and '1' for correct answers and use Kuler Richardson 20 (KR 20) to measure the consistency (Anselmi, Colledani & Robusto, 2019). The KR20 result of the measure for reliability showed that the achievement test instrument was reliable in collecting quality data for the study. Internal consistency of 0.7 is appropriate for collecting quality data because it shows how trustworthy the study's findings would be (Anselmi, et al., 2019). The internal consistency of 0.775 for the achievement test instrument items showed that it was reliable in collecting valid data.

The researcher used one day to address respondents' issues raised during the pilot testing. Major issue raised was the instrument's layout. Statistical Package for Social Sciences (SPSS) version 22 was used to assess the instruments' reliability.

Recruitment and Training of Field Assistants

The researcher requested the office of the District Education Officer of Saclepea Education District 1 to recommend three serviceable teachers with the minimum qualification of a 'C' Certificate to be jointly trained as research assistants. The training focused on data collection procedures and it lasted for three hours. The research assistants were trained on instrument administration, covering the issuance of consent forms, administration of the test – considering students' sitting capacity, the beginning and end times of the test, and observing standard examination procedures of examination. They were also trained on the issuance of the SAQ and trained on how to assist participants during the data

collection process. Specifically, they were trained to clarify any part of the instruments that respondents did not understand, especially for the SAQ.

Data Collection Procedures

The researcher applied for Ethical Clearance at the University of Cape Coast. The Clearance Letter was taken to the Liberian Education Authorities (Minister of Education, Nimba County Education Officer, Zoe-Geh and Saclepea 1 Districts Education Officers, and SHS Principals) to inform them about the nature and purpose of the current study. The study was allowed in the two districts – Zoe-Geh, where the pilot test was collected, and Saclepea Education District 1, where the actual study was conducted. The seven SHS in the district were grouped into three clusters.

The investigator assigned each research assistant to a cluster and supplied the data collection materials (consent form, test and SAQ instruments) to each centre in an orderly manner.

The investigator informed them of their being assigned to each cluster, while the investigator supervised the clusters to ensure that the research assistants issued the consent forms to respondents and guided them to read and sign or avoid signing. They were trained that the consent form signing lasted for 10 minutes. The investigator also informed them about administering the test to respondents after they signed the consent forms. They were also informed that the test would be administered after signing the consent forms, and would last for one hour.

The test was administered first to allow students to use their motivated energy from home. When the test was administered in the morning, it is assumed that students' minds are concentrated to perform well. Another reason was to

have a large number of students available, once it was morning hour when more students had assembled in school. The test began and ended together.

Administration of the test was followed by issuance of the SAQ. Respondents were given one hour and thirty minutes to respond to the SAQ. Research assistants and researcher guided them to complete the questionnaire and collected it from them upon completion. Later, the researcher went to the schools to collect confirming data using the SAQ. Since the schools lacked a library or reading space, the SAQ was provided to the schools' principals. They completed and return it the following day. The researcher bid farewell to the participants and the research assistants and returned to the University of Cape Coast with the data.

Ethical Considerations

The University of Cape Coast Institutional Review Board (UCCIRB) was written for ethical Clearance. The researcher received the Ethical Clearance with Reference ID UCCIRB/CES/2023/96 and carried it to the Education Officers of the study setting for permission to collect data. Finally, the researcher issued all participants and minors' parents' consent forms, and assent forms for respondents below 18 years that emphasised the purpose of the study and their children's rights to participate or withdraw from participation without fear. Respondents were given a unique identification number to mark on their consent form and used throughout the study to hide their identities upon signing the consent form. Respondents were assured about the confidentiality of the data gathered from them.

Data Processing and Analysis

The data was packaged in folders per school and placed in a box. The box was sealed in double plastic to prevent water or damage. The researcher transported the sealed box to Ghana. The data was classified and cleaned without altering responses, and entered into SPSS 22 for further processing.

The study employed descriptive (frequencies, percentages, means and standard deviations) and inferential (multiple linear regression) statistics to address the research questions and hypotheses guiding the study. Specifically, the background characteristics of the respondents were analysed using frequencies and percentages. Also, Research Question One (What is the level of academic achievement of SHS students in History?); Research Question Two (What are the qualifications of Senior High School History teachers?), Research Question Three (What relevant History textbooks are available in Senior High Schools?) and Research Question Four (What relevant History textbooks are accessible in Senior High Schools?) were analysed using frequency and percentages.

The research hypothesis - H_0 : There is no statistically significant influence of SHS History teachers' qualifications (professional and non-professional), relevant available and accessible textbooks on SHS students' achievement in History. H_1 : There is a statistically significant influence of SHS History teachers' qualifications (professional and non-professional), relevant available and accessible textbooks on SHS students' achievement in History - were analysed using inferential statistics (multiple linear regression analysis).

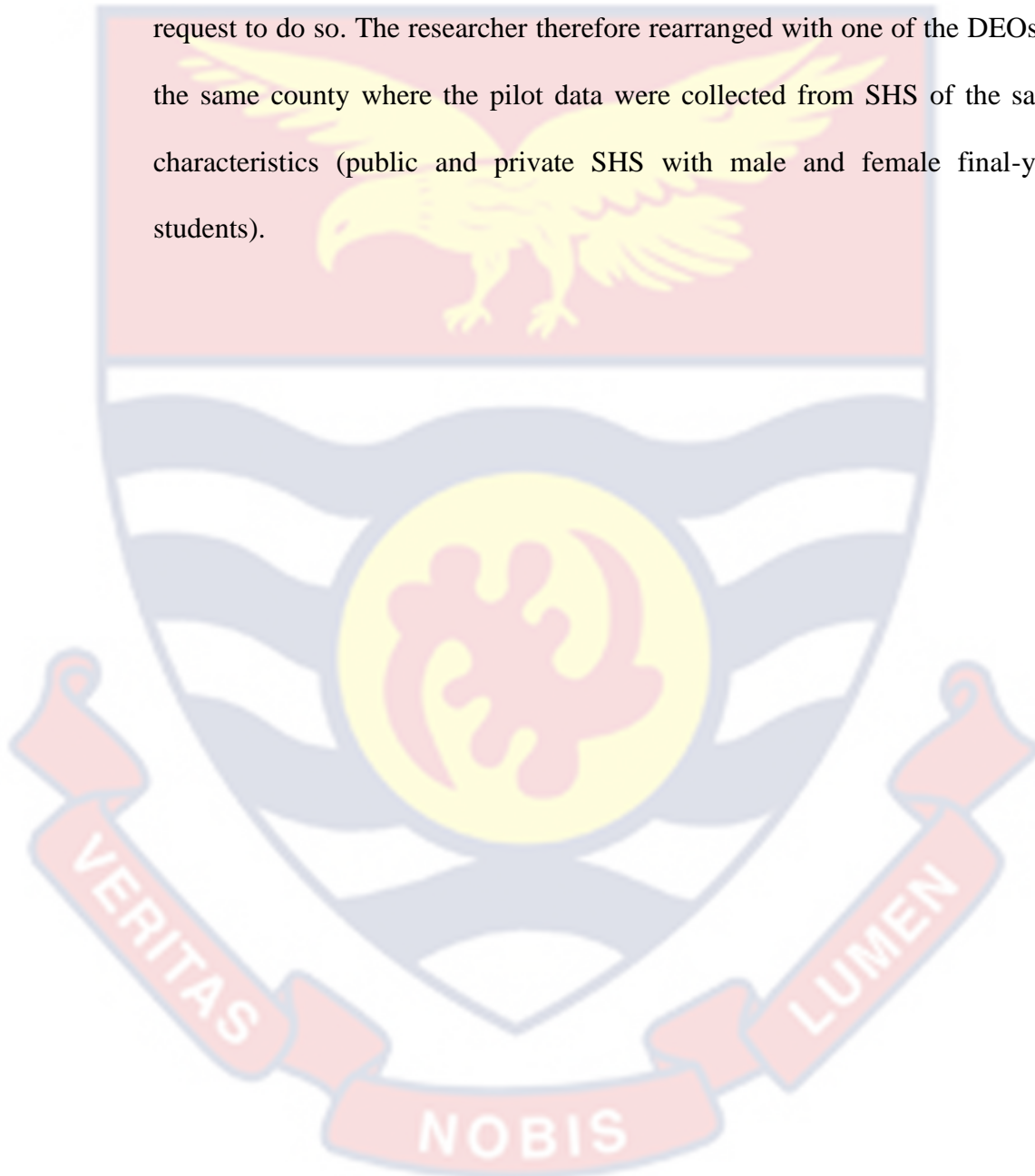
Chapter Summary

This part of the chapter summarises the research philosophy, approach, design, study area, population, sample and sampling procedures, data collection instruments, and validity and reliability of the data collection instrument. The study further describes the recruitment and training of field assistants, data collection procedures, data management, ethical considerations, and data processing and analysis. The study employs the positivist research paradigm design. The quantitative approach was used in the study. The study employed the cross-sectional survey design. The study population was 335, with a sample size of 183 respondents. It employed systematic sampling - stratified sampling procedure, to sample final-year SHS students from Saclepea Education District 1.

Furthermore, cluster sampling was done, where the seven schools were clustered into three. Three field assistants were recruited to assist the investigator in data collection. Data were collected for two days (pilot data for one day and main data for one day). The pilot data were collected in one cluster, while the main data was collected in three clusters. The researcher employed SAQ and test instruments for data collection. The test instrument was tested for its validity and reliability, where KR20 was used to measure the instrument's consistency. The data were well managed until the end of the study before discarding it. The researcher employed descriptive statistics (frequencies, percentages, means, and standard deviations) and inferential statistics (multiple linear regression) to answer the research questions and hypotheses guiding the study. The researcher received Ethical Clearance from the Institutional Review

Board. Additionally, all participants were issued consent forms and signed by them before participating in the study.

The pilot data were not collected in the previously intended district because its District Education Officer (DEO) did not respond to the researcher's request to do so. The researcher therefore rearranged with one of the DEOs of the same county where the pilot data were collected from SHS of the same characteristics (public and private SHS with male and female final-year students).



CHAPTER FOUR

RESULTS AND DISCUSSION

The study examined the influence of SHS History teachers' qualifications, relevant available and accessible SHS History textbooks on students' academic achievement in History at the Saclepea Education District 1 in Liberia. This quantitative study employed SAQ to gather data on the respondents' demographic details, SHS History teachers' qualifications, relevant available and accessible History textbooks. Also, a test, adapted from past WASSCE History questions, was used to collect data to measure SHS students' academic achievement in History. A valid sample of 176 final-year SHS students responded to the instruments. The researcher confirmed the students' responses by personally going to the schools. The details obtained from the schools' authorities (principals) about SHS History teachers' qualifications, and the availability and accessibility of relevant SHS History textbooks in Saclepea Education District 1 matched those given by the students and the results are in appendices E, F and G. The students' responses thus were deemed valid to address the research questions and hypothesis.

This chapter presents the descriptive and inferential statistical results to address the research questions and hypothesis formulated. After, the findings on SHS History teachers' qualifications, availability and accessibility of relevant SHS History textbooks' achievement in History are discussed. The chapter concludes with a chapter summary.

Results

This aspect of the chapter provides the respondents' demographic results, SHS History teachers' qualifications, relevant SHS History textbooks'

availability and accessibility, and SHS students' academic achievement in History. Lastly, it presents the results of the hypothesis test.

Demographic Characteristics of Respondents

The demographic data was collected from final-year SHS students includes school types, gender, and age. The purpose of collecting this data was to establish a comprehensive understanding of the students and their potential insights into SHS History education in the district. The school-type information pertained to public and private schools. The gender data indicated the male and female composition of the student sample. The age data provided insights into the age distribution of the final-year students. Table 3 provides summary of the demographic characteristics of SHS History students.

Table 3: Demographic Characteristics of SHS History Students

Variable	Subscale	n	%
School Type	Public School	107	61
	Private School	69	39
Gender	Male	89	51
	Female	87	49
Age (in years)	17 and below	17	9.9
	18-21	79	44.9
	22-25	65	36.9
	26 years and above	15	8.5

Source: Fieldwork (2023)

Table 3 shows that most of the respondents (n = 107) were from public schools. This was not expected since the number of private schools (n = 4) investigated in the study are more than the public schools (n = 3). However, the

student samples provide a good representation of the school type. It is possible that the study findings might be influenced by the students in the public schools.

Concerning the gender of the students involved in the study, most of them ($n = 89$, 51%) were male students; a marginal difference of 2% over the female students. The marginal difference (2%) gives a good impression of gender gaps in Liberian schools. This marginal difference could be attributed to the girls' club in the schools which encourages them to remain and complete SHS level.

Also, 79 (44.9%) of the respondents were between 18 and 21 years. This result indicates that the majority of the final year SHS students in the district ages fall in the range of adolescent, and are suitable for SHS level.

SHS Students' Levels of Academic Achievement in History

This section of the chapter provides the results of students' academic achievement in History designed to assess the academic achievement of SHS students to address Research Question One (What is the level of academic achievement of SHS students in History?). The assessment considers the students' test scores and academic achievement levels in SHS History, measured using WASSCE - the primary examination body for SHS students in Liberia grading system. WASSCE uses nine academic achievement levels to grade candidates, each with a corresponding percentage range (Poetry, 2022). According to Poetry (2022), A1 is Excellent (75 to 100%); B2 is Very Good (70 to 74%); B3 is Good (65 to 69%); C4 is Credit (60 to 64%); C5 is Credit (55 to 59%); C6 is Credit (50 to 54%); D7 Pass (46 to 49%); E8 Pass (40 to 44%); and F9 Fail (39 and below). For data analysis purposes, numerical values were assigned to these levels as follows: F9 Fail (1), E8 Pass (2), D7 Pass (3), C6

Credit (4), C5 Credit (5), C4 Credit (6), B3 Good (7), B2 Very Good (8), and A1 Excellent (9). Table Five presents the results of the SHS students' academic achievement test in History.

Table 4: Result of SHS Students' Academic Achievement Test in History

Range of Test Score	n (%)	Level of Academic Achievement
39 and below	127 (72.2)	1
40 – 49	33 (18.8)	2
50 – 64	13 (7.3)	3
65 – 69	3 (1.7)	4

Note: 1 = Fail; 2 = Pass; 3= Credit; 4 = Good

Source: Fieldwork (2023)

Table 4 reveals several notable findings from the study. Of the 176 SHS students, majority of them (127, 72%) failed the History achievement test. Strikingly, none of them attained 'excellent' or 'very good' levels in the test. In essence, the results suggest that the majority of students in the district are not effectively learning History, as evidenced by their low achievement in the History test.

SHS History Teachers' Qualifications

Due to the poor academic achievement of Liberian SHS students in History, the School Operation Permit for Liberia schools enforces that schools without professional teachers cannot teach at the SHS. However, teacher professionalism has not been empirically studied to determine how it influences students' academic achievement. In relation to the policy that requires all SHS teachers to have professional certificates, the study identifies the qualifications

of History teachers in Liberia. The research question formulated is: What are the professional qualifications of SHS History teachers in Liberia? The SAQ was employed to gather quantitative data for the study and it was analysed using descriptive statistics. Table 5 presents the summary results of SHS History teachers' qualifications.

Table 5: SHS History Teachers' Qualifications

Response	n	%
"C" in Education	19	10.8
Associate of Arts	20	11.4
Bachelor's Degree in other disciplines	137	77.8

Source: Fieldwork (2023)

In Table 5, it is noticeable that none of the SHS History teachers in Saclepea Education District 1 is professionally trained to teach History. It is observed that 'C' in Education and Associate of Arts were professional qualifications for the elementary and Junior High levels of education respectively. By implication, teachers with these aforementioned qualifications are professionally unqualified to teach at the SHS level. Also, it must be noted that these qualifications ('C' in Education and Associate of Art) do not focus on the teaching of History. Even though the majority of the teachers seem to have qualifications to teach at the SHS level (possibly due to subject contents), the qualifications were not teaching qualifications, giving the impression that they might lack the pedagogical orientations in transmitting history contents to students. It, therefore, concluded that the teachers are not professionally qualified to teach History at the SHS.

Availability of Relevant SHS History Textbooks

Relevant textbooks are expected to be available as part of the Liberia's policy directives in addressing SHS students' poor performance in History. This called for auditing the availability of relevant History textbooks in schools, hence the research question: 'What relevant History textbooks are available in SHS?' was crafted to determine the availability. The SAQ was employed to gather quantitative data, which was analysed through descriptive statistics. Table 6 presents the descriptive results of the availability of relevant SHS History textbooks in Saclepea Education District 1.

Table 6: Availability of Relevant SHS History Textbooks

Statements	Yes n (%)	No n (%)
World History (Longman)	137 (77.8)	39 (22.2)
African History Text (Longman)	61 (34.7)	115 (65.3)
Africana Encyclopedia	53 (30.1)	123 (69.9)
History of Africa (Revised Edition) (Pearson)	68 (38.6)	108 (61.4)
Africa South of the Sahara (Longman)	64 (36.4)	112 (63.6)
A History of West Africa from AD 1000, London: Macmillan Publishers Ltd, 1986 (Buah)	78 (44.3)	112 (63.7)
History in Diagram for West Africa (Pearson)	57 (32.4)	119 (67.6)
Introduction to Liberian Government (Saye Guannue)	126 (71.6)	49 (27.8)
Short History of Liberia (Saye Guannue)	155 (88.1)	21 (11.9)
Liberia History Book- 9 (Saye Guannue)	161 (91.5)	15 (8.5)
The First Republic (Saye Guannue)	108 (61.4)	68 (38.6)
Liberia and the League of Nations by Saye Guannue	98 (55.7)	78 (44.3)
Economic Survey of Liberia (Henry Yeido)	36 (20.5)	140 (79.5)
Rise and Fall of the First Liberian Republic by G. E. S. Boley	127 (72.2)	49 (27.8)
The Foreign Policy of President William V.S. Tubman, by Dr. D. Elwood Dunn	134 (76.1)	42 (23.9)
Annual Reports; Ministry of Foreign Affairs	41 (23.3)	135 (76.7)

Source: Fieldwork (2023)

The result in Table 6 shows that eight of the sixteen relevant SHS History textbooks were available: World History, Introduction to Liberian Government by Saye Guannue; Short History of Liberia by Saye Guannue; Liberia History Book- 9; The First Republic (Saye Guannue), Liberia and the League of Nations by Saye Guannue; Rise and Fall of the First Liberian Republic by G. E. S. Boley; and The Foreign Policy of President William V.S. Tubman, by Dr. D. Elwood Dunn are available at the Saclepea Education District 1. The unavailability of eight relevant SHS History textbooks seems to suggest that SHS History students in the district face challenges in learning the subject.

Accessibility of relevant SHS History textbooks

Liberia's education policy stipulates that one of the necessary measures for enhancing the academic achievement of SHS students is to ensure the accessibility of relevant SHS textbooks. To establish this, an investigation was carried out to assess the accessibility of relevant SHS History textbooks in schools in Saclepea Education District 1 in Liberia. The research question which guided the investigation was: What relevant History textbooks are accessible in SHS? To collect quantitative data, the SAQ was utilized, and the data was subsequently examined using descriptive statistical analysis. In Table 7, the outcomes of this analysis are presented, outlining the accessibility of relevant History textbooks in Saclepea Education District 1.

Table 7: Accessible Relevant SHS History Textbooks

Statements	Yes	No
	n (%)	n (%)
World History (Longman)	99 (56.3)	77 (43.8)
African History Text (Longman)	39 (22.2)	137 (77.8)
Africana Encyclopedia	32 (18.2)	144 (81.8)
History of Africa (Revised Edition) (Pearson)	39 (22.2)	137 (77.8)
Africa South of the Sahara (Longman)	38 (21.6)	138 (78.4)
A History of West Africa from AD 1000, London: Macmillan Publishers Ltd, 1986 (Buah)	52 (29.5)	124 (70.5)
History in Diagram for West Africa (Pearson)	31 (17.6)	145 (82.4)
Introduction to Liberian Government (Saye Guannue)	106 (60.2)	70 (39.8)
Short History of Liberia (Saye Guannue)	135 (76.7)	41 (23.3)
Liberia History Book- 9 (Saye Guannue)	135 (77.3)	40 (22.7)
The First Republic (Saye Guannue)	92 (52.3)	84 (47.7)
Liberia and the League of Nations by Saye Guannue	74 (42)	102 (58)
Economic Survey of Liberia (Henry Yeido)	13 (7.4)	163 (92.6)
Rise and Fall of the First Liberian Republic by G. E. S. Boley	91 (51.7)	85 (48.3)
The Foreign Policy of President William V.S. Tubman, by Dr. D. Elwood Dunn	110 (62.5)	66 (37.5)
Annual Reports; Ministry of Foreign Affairs	14 (8)	162 (92)

Source: Fieldwork (2023)

Table 7 shows that out of the eight relevant SHS History textbooks that were available, six of them were accessible in Saclepea Education District 1—World History; Introduction to Liberian Government by Saye Guannue; Short History of Liberia by Saye Guannue; Liberia History Book- 9; The First Republic (Saye Guannue); and the Foreign Policy of President William V.S. Tubman, by Dr. D. Elwood Dunn. The inaccessibility of two relevant SHS History textbooks deduces that SHS History students in the district do not have full access to all the relevant available SHS History textbooks, which may lead to challenges in corroborating historical accounts. In essence, this condition could potentially cause students to lack comprehensive range of sources and perspectives to draw from when studying and analysing historical events and narratives, which are influenced by authors' biased accounts.

Multiple Regression Analysis Result on the Influence of SHS History Teachers' Qualifications, Relevant Available and Accessible Textbooks on SHS Students' Academic Achievement in History

There is an ongoing global scholarly debate regarding whether the professional qualifications of SHS teachers have a significant influence on the academic achievement of SHS students, with some researchers arguing for this influence (Owolabi & Adedayo, 2012; Anthony & Elangkumaran, 2020; Patrick, 2022), while others claim that it does not (Zuzovsky, 2006; Kimani et al., 2013; Musau & Abere, 2015). The influence of the availability of relevant textbooks on the academic achievement of SHS students has been studied in various subjects and countries, according to Mwathwana, et al. (2014), and Mogaka, et al. (2019); but there is a lack of empirical literature on it in the context of History in Liberia. Additionally, research on the accessibility of

relevant SHS History textbooks is limited in existing literature. It is therefore crucial to investigate how the qualifications of SHS History teachers and the availability and accessibility of relevant textbooks influence the academic achievement of SHS students in History in Liberia.

To examine the influence, the null hypotheses formulated is: H_0 : There is no statistically significant influence of SHS History teachers' qualifications, relevant available and accessible History textbooks on SHS students' academic achievement in History. Table 8 presents multiple regression results on the influence of SHS History teachers' qualifications, relevant available and accessible History textbooks on SHS students' academic achievement in History.

Table 8: Influence of SHS History Teachers' Qualifications, Relevant Available and Accessible Textbooks on SHS Students' Academic Achievement in History

Hypotheses	Regression	B	t	B	p-value
1. H_0	HTQ – SAA	3.984*	2.466	.214	.015
2. H_0	RAT – SAA	-.464	-.376	-.037	.708
3. H_0	AT – SAA	1.297	.856	.082	.393

History Teachers' Qualifications (HTQ); Students' Academic Achievement (SAA); Relevant Available Textbooks (RAT); Accessible Textbooks (AT).

R Square (.039), $F(1,72) = 2.308$, p-value (.07). *p-value < .05

Source: Fieldwork (2023)

The F statistic (2.308) and p. value (.07) indicate that there is no linear relationship between the predictors (relevant available and accessible SHS History textbooks) and the criterion variable (SHS students' academic

achievement in History). This means that relevant available and accessible textbooks do not have a statistically significant influence on SHS students' academic achievement in History. However, SHS History teachers' qualifications significantly influence their students' academic achievement in History. It can be observed that the nature of the influence is positive. The positive relationship means that if History teacher's qualification improves, students' academic achievement will improve. In essence, an improvement in SHS History teachers' qualifications may lead to 3.984 increase in students' academic achievement in History.

The R Square (.039) indicates that 3.9% of the variability in the dependent variable, SHS students' academic achievement in History (3.9%) is explained by the predictor variables (SHS History teachers' qualifications, relevant available and accessible). This result means that 96.1% of the variability in SHS students' academic achievement in History is explained by unknown predictor variables.

Discussion

This research investigated the influence of SHS History teachers' qualifications and the availability and accessibility of relevant SHS History textbooks on students' academic achievement in History. The study found that the teachers in Saclepea Education District 1 mostly held Bachelor's Degrees in other fields, an Associate Degree meant for teaching JHS, and a 'C' Certificate typically for elementary teaching. Notably, the required professional qualification for teaching SHS History, a Bachelor's Degree in History Education, was absent. The absence of professional History teachers highlights

a failure to adhere to the teachers' qualification policy and implementation of the HCT requiring professional teachers for all subjects, including SHS History.

The lack of professional SHS History teachers might have led to the hiring of non-professional teachers, a situation which is often seen when there is a shortage of qualified teachers, as observed by the United States Bureau of Labour Statistics (2006). One possible reason for the presence of non-professional teachers in this district could be its rural and economically disadvantaged status, making it challenging to attract professional teachers who might prioritise better income opportunities, as education is often linked to higher earning potential (Becker, 1964). Professional SHS History teachers' hesitation to work in economically challenged rural areas might explain the prevalence of non-professional SHS History teachers in Saclepea Education District 1.

Quantitative data collected from final-year SHS students in Saclepea Education District 1 revealed the availability of half (8, 50%) of relevant SHS History textbooks, such as 'World History,' 'Introduction to Liberian Government' by Saye Guannue, 'Short History of Liberia' by Saye Guannue, and several others. However, two of these relevant available textbooks were inaccessible in the schools. This indicates that only six of Liberia's 16 relevant SHS History textbooks required for History teaching were accessible in schools in Saclepea Education District 1. The limited available and reduced accessible relevant SHS History textbooks in Saclepea Education District 1 indicate that the district's textbooks situation does not effectively support the implementation of the HCT or entirely meet the policy requirement, which stipulates the necessity for relevant textbooks to be available and accessible

before the start of an academic year. The reason for the discrepancy between relevant SHS History textbooks listed by the National Curriculum for Grade 10 to 12 History (2011) and its availability and accessibility could be the high cost of printing these textbooks, as indicated by Stein, Hart, Keaney and White (2017). Stein et al. (2017) argued that when the cost of printing relevant textbook is high, its availability becomes challenging, especially where communities, such as Saclepea Education District 1, might lack the financial resources to invest adequately in education. Access to relevant SHS History textbooks is impossible when they are unavailable.

The inaccessibility of more than half (6, 62.5%) of the relevant SHS History textbooks in schools suggests that SHS students studying History in Saclepea Education District 1 face difficulty in their education, as Opong and colleagues noted in 2022. They asserted that the absence of relevant SHS History textbooks impedes effective History learning. In essence, a lack of SHS History textbooks leads to increased accessibility challenges, limited students' ability to cross-check and validate historical narratives in their historiographic.

The scarcity and limited accessibility of History textbooks can substantially impede students' practical engagement with SHS History, as noted by VanSledright in 2013. VanSledright (2013) pointed out that students may struggle to assess historical sources and produce thorough accounts of historical events, a particularly pressing issue in Saclepea Education District 1, when pertinent textbooks are not available.

Again, the study found that 3.9% of the variability in SHS students' academic achievement in History is explained by the SHS History teachers' qualifications, relevant available and accessible textbooks. The finding aligns

with the HCT, stating that teachers' qualifications, the availability of relevant textbooks, and its accessibility impact the academic achievement of SHS students in History (Fleischhauer, 2007), as depicted in the conceptual framework. The discovery implies that a minimum percentage of the variability in SHS students' academic achievement in History is explained by the SHS History teachers' qualifications, relevant available and accessible SHS History textbooks. This implication does not mean these predictor variables are unimportant. It suggests that these predictor variables contribute to the criterion variable in Saclepea Education District 1. Still, other factors might have a more significant alteration on students' academic achievement in History. Other predictor variables like parents' economic status, SHS students' interest and relevant SHS textbooks' utilization, which alter students' academic achievement, as suggested by Farooq, et al. (2011), Mogaka, et al. (2019), and Ndim (2021) need to be investigated in History in Saclepea Education District 1.

Additionally, the influence of each predictor variable on the criterion variable was examined. Conversely, SHS History teachers' qualifications, indicated by a statistically significant p-value of 0.015, significantly influenced SHS students' academic achievement in History. The finding is consistent with the HCT, which outlines that the qualifications of teachers influence the academic achievement of SHS students in History (Fleischhauer, 2007), as illustrated in the conceptual framework. This finding corresponds with the findings by [Owolabi & Adedayo, 2012; Anthony & Elangkumaran, 2020; Patrick, 2022] reinforcing the idea that teachers' qualifications significantly influence the academic achievement of SHS students. However, it stands in

contrast to the findings of Zuzovsky (2006) and Kimani et al. (2013), Musau and Abere (2015), who reported that teachers' qualifications do not influence the academic achievements of SHS students.

One potential explanation for this finding could be that students' academic achievement in any subject heavily relies on the professional expertise of their teachers (Delelis, 2019). This implies that teachers with professional qualifications in History possess a deeper understanding of the subject matter and are equipped with more effective teaching methodologies. They are experts at validating sources and simplifying and drawing connections between historical accounts to alleviate complexity (Oppong, et al., 2022), all of which can positively influence their students' academic achievement. Considering that only 49 students (27.8%) achieved success in the achievement test and all SHS History teachers in Saclepea Education District 1 lacked professional qualifications, this emphasizes the significant influence of SHS History teachers' qualifications on students' academic achievement in History.

Furthermore, the study found that the availability and accessibility of relevant SHS History textbooks do not significantly influence SHS students' academic achievement in History. The finding goes against the HCT, which states that the availability and accessibility of relevant SHS History textbooks influence the academic achievement of SHS students in History (Fleischhauer, 2007), as depicted in the conceptual framework. This finding implies that the availability and accessibility of relevant textbooks in Saclepea Education District 1 do not account for SHS students' academic achievement in History. The findings contradict those of previous studies like Mwathwana et al. (2014),

Attakumah et al. (2015), and Mogaka et al. (2019), which suggested that textbook availability influences the academic achievement of SHS students.

Chapter Summary

This chapter presented the results and discussions of the findings. It was reported that 176 (89 males and 87 females) final-year students out of 183 (94 males and 89 females) responded to the instruments – SAQ and achievement test. The SHS students' History achievement test results showed that 127 (72.2%) of the SHS students failed. The findings emphasize the challenges Saclepea Education District 1 faced in adhering to the policy mandate and implementing the HCT due to the lack of professional SHS History teachers and the low availability and accessibility of relevant SHS History textbooks. The finding suggests that adhering to the policy mandate and the HCT by providing professional SHS History teachers positively influence History students' academic achievement. At the same time, the importance of relevant, available and accessible SHS History textbooks seems less influential, diverting from the HCT and the conceptual framework.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

The study examined the influence of SHS History teachers' qualifications, relevant available and accessible SHS History textbooks on students' academic achievement in History. The summary, conclusions, and recommendations of the study are provided in this chapter. The research method used to collect data to address the research questions and hypothesis are summarized under this chapter. The findings informed the conclusions, and recommendations made to appropriate stakeholders. Suggestions for conducting further research end the chapter.

Summary of Research

The study examined the influence of SHS History teachers' qualifications, relevant available and accessible History textbooks on SHS students' academic achievement in History. This was as a result of repeated failure of SHS students in History achievement test in Liberia. The study sought to identify SHS History teachers' qualifications in Saclepea Education District 1; determine the availability and accessibility of relevant SHS History textbooks; and examine the influence of History teachers' qualifications, relevant available and accessible textbooks on SHS students' academic achievement in History. The following research questions and hypothesis guided the investigation to accomplish the stated purpose:

1. What is the level of academic achievement of SHS students in History?
2. What are the qualifications of Senior High School History teachers?
3. What relevant History textbooks are available in Senior High Schools?
4. What relevant History textbooks are accessible in Senior High Schools?

To establish the influence, the following hypothesis was formulated:

H₀: There is no statistically significant influence of History teachers' qualifications, relevant available and accessible textbooks on SHS students' academic achievement in History.

The HCT was the theoretical foundation of this study. The theory provided insights into establishing the influence of SHS History teachers' qualifications, relevant available and accessible SHS History textbooks on SHS students' academic achievement in History.

Grounded in positivism, the descriptive survey design was employed for the study. The study's population was 335 final-year SHS students of the seven (three public and four private) SHS in Saclepea Education District 1, Nimba County, Liberia. Adam (2020) formula and a stratified sampling procedure was used to select a proportional representation of all strata (school type and gender). SAQ and achievement test were used to collect data that addressed the research questions and hypothesis. The SAQ was employed to gather data on the respondents' demographic details, SHS History teachers' qualifications (professional and non-professional), relevant available and accessible History textbooks. The achievement test was employed to collect data that measured SHS students' academic achievement in History. The instruments were piloted on 20 final-year SHS students in two SHS (one public and one private), in Zoe Geh-Geh Educational District in the Nimba county. The pilot test proceeded by restructuring the layout of the test instruments from the comments raised by the respondents.

All the ethical guidelines set forth by the University of Cape Coast were duly followed, including obtaining Ethical Clearance, ensuring plagiarism

remains below 19%, and assuring respondents of strict confidentiality, among other relevant ethical considerations. Descriptive and inferential statistics were used to analyse the data collected. Frequency and percentage were used to analyse data collected on the demographic characteristics, students' academic achievement, and to address the three research questions. Multiple linear regression was used to analyse the data collected to address the hypothesis.

Key Findings

The examination of the proposed methods resulted in the following findings:

1. The academic achievement level of SHS students in Saclepea Education District 1 is one (fail).
2. The qualifications of SHS History teachers in Saclepea Education District 1 are Bachelor's Degrees in other disciplines; an Associate Degree, and a 'C' Certificate. No professional qualification for teaching SHS History (Bachelor' Degree in History Education) was found among the History teachers in Saclepea Education District 1.
3. The relevant SHS History textbooks available in Saclepea Education District 1 are World History; Introduction to Liberian Government by Saye Guannue; Short History of Liberia by Saye Guannue; Liberia History Book- 9; The First Republic (Saye Guannue); Liberia and the League of Nations by Saye Guannue; Rise and Fall of the First Liberian Republic by G. E. S. Boley; and The Foreign Policy of President William V.S. Tubman, by Dr. D. Elwood Dunn.
4. The accessible SHS History textbooks' in Saclepea Education District 1 are World History; Introduction to Liberian Government by Saye Guannue; Short History of Liberia by Saye Guannue; Liberia History

Book- 9; The First Republic (Saye Guannue); and The Foreign Policy of President William V.S. Tubman, by Dr. D. Elwood Dunn are the six relevant accessible SHS History textbooks in Saclepea Education District 1.

5. The study found that SHS History teachers' qualifications significantly influenced SHS students' academic achievement in History. However, relevant SHS History textbooks' availability and accessibility had no statistically significant influence on students' academic achievement in History.

Conclusions

Based on the study's findings, the following conclusions are drawn:

1. The study argues that SHS History teachers' professionalism is relevant for SHS students' academic achievement in History education. This argument stems from the fact that SHS History teachers' lack of professional qualification corresponded with SHS students' poor academic achievement in Saclepea Education District 1.
2. Also, the level of use of relevant SHS History textbooks might be more crucial than the availability and accessibility. This is because the study did not find significant influence of these variables (relevant SHS History textbooks availability and accessibility) on students' academic achievement in History in Saclepea Education District 1. However, usage may be impeded if there are availability and accessibility challenges. This

highlights the need for addressing the problem of availability and accessibility.

Recommendations

To improve students' academic achievement and their understanding in SHS History in Saclepea Education District 1, the following recommendations are made to the Ministry of Education, private SHSs' owners, and NGOs. 1.

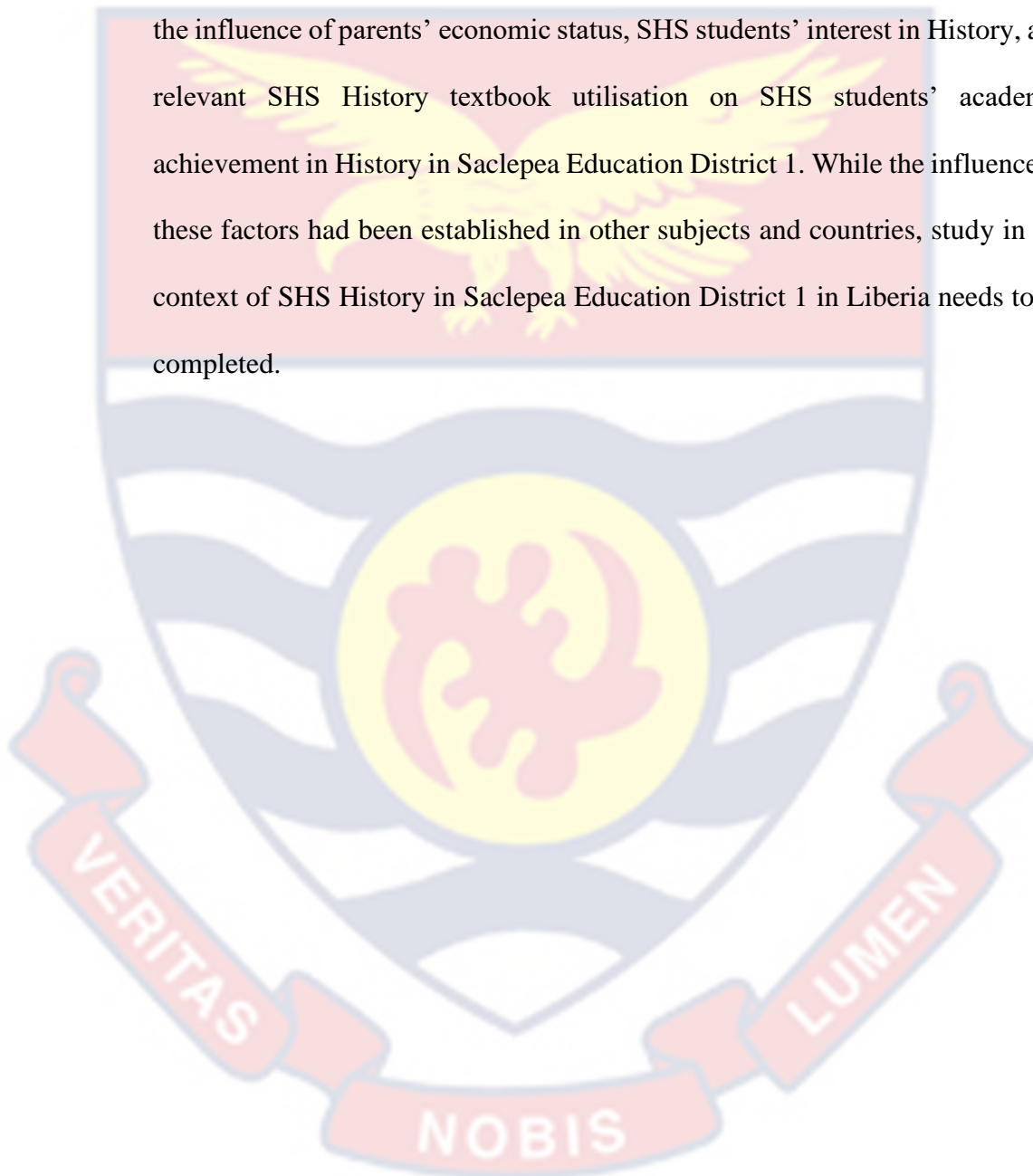
The Liberian Ministry of Education should:

- a. employ professional SHS History teachers and provide professional enrichment programmes for existing non-professional SHS History teachers.
 - b. provide public SHS with all relevant History textbooks in Saclepea Education District 1 and instruct principals to ensure these relevant textbooks are accessible to all students.
 - c. Intensify its supervision, through the School Operation Permit Sector, to ensure that all SHS (public and private) comply with the policy guidelines before being issued permit to operate.
2. Non-Governmental and corporate organizations, as part of their humanitarian services and corporate social responsibility, can help schools in Saclepea Education District 1 by training SHS History teachers and providing the needed relevant History textbooks in Saclepea Education District 1.

Suggestion for Further Research

The study focused on the influence of SHS History teachers' qualifications and relevant available and accessible textbooks on SHS students' academic achievement in History. It did not consider parents' economic status,

SHS students' History interest, and relevant SHS History textbooks' utilization, which might influence SHS students' academic achievement in History as observed in other studies in different countries and subject areas. To this end, a suggestion for further research is that a study should be conducted to examine the influence of parents' economic status, SHS students' interest in History, and relevant SHS History textbook utilisation on SHS students' academic achievement in History in Saclepea Education District 1. While the influence of these factors had been established in other subjects and countries, study in the context of SHS History in Saclepea Education District 1 in Liberia needs to be completed.



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APPENDICES**APPENDIX A****QUESTIONNAIRE****SCHOOL ASSESSMENT QUESTIONNAIRE (SAQ) FOR DATA
COLLECTION ON SENIOR HIGH SCHOOL (SHS) HISTORY
TEACHERS' QUALIFICATIONS, RELEVANT AVAILABLE AND
ACCESSIBLE TEXTBOOKS**

This instrument is named '*School Assessment Questionnaire (SAQ)*'. It contains three sections. Section One contains the demographic information of the respondents. Section Two contains information on the qualifications of SHS History teachers. Finally, Section Three contains information on relevant available and accessible SHS History textbooks. You are required to carefully respond to all the instructions provided for each item with appropriate information accordingly. You are encouraged to ask for clarity from the research assistants or the researcher on any part of the questionnaire that is not clear to you. Please use a pen to fill in the SAQ.

SECTION ONE**Demographic information of respondents**

Name of School: _____

Students' Identification Number: _____

School type: Public [] Private: [] Gender: Male: []Female: []A. Age: 17 years and below []B. 18 years – 21 years []C. 22 years – 25 years []D. 26 years and above []

SECTION TWO

SHS History Teacher's Qualification

This section is intended to get the qualification(s) of your History teacher. Below are the professional qualifications for the teaching of History, and the non-professional qualifications for teaching of History. Please checkmark in the space(s) that bear(s) the qualification(s) of your History teacher. The qualifications of teachers teaching History in Liberia are categorized in two (professional qualifications for the teaching of History and non-professional qualifications for teaching of History). The professional Qualifications of History teachers are in the left column with a space before each; while non-professional qualifications of History teachers are in the right column with a space before each. Please checkmark (√) in the space provided before the qualification(s) applicable to your History teacher.

Professional Qualifications for Teaching SHS History		Non-Professional Qualifications for Teaching SHS History	
Bachelor's Degree in History Education		'C' Certificate in Education	
Master's Degree in History Education		'B' Certificate in Education	
		Associate Degrees	
		Bachelor's Degree in Education	
		Bachelor's Degree in Other Discipline	
		Master's Degree	

SECTION THREE

**Relevant Available and Accessible Senior High School (SHS) History
textbooks**

Below is a table containing approved SHS History textbooks for the Liberian School System. The table contains four categories of columns. Column One contains the number of the item on the table. Column Two contains the list of SHS History textbooks in Liberia. Column Three contains two boxes with the heading 'Available, Yes or No' and Column Four contains two boxes with the heading 'Accessible, Yes or No'. Please indicate checkmarks (✓) in one box, either Yes or No, under each of the two headings (Available and Accessible) provided accordingly.

	History Textbooks in the Liberian History Curriculum, and WASSCE Syllabus	Available		Accessible	
		Yes	No	Yes	No
1	World History (Longman)				
2	African History Text (Longman)				
3	Africana Encyclopedia				
4	History of Africa (Revised Edition) (Pearson)				
5	Africa South of the Sahara (Longman)				
6	A History of West Africa from AD 1000, London: Macmillan Publishers Ltd, 1986 (Buah)				
7	History in Diagram for West Africa (Pearson)				

8	Introduction to Liberian Government (Saye Guannue)				
9	Short History of Liberia (Saye Guannue)				
10	Liberia History Book- 9 (Saye Guannue)				
11	The First Republic (Saye Guannue)				
12	Liberia and the League of Nations by Saye Guannue				
13	Economic Survey of Liberia (Henry Yeido)				
14	Rise and Fall of the First Liberian Republic by G. E. S. Boley				
15	The Foreign Policy of President William V.S. Tubman, by Dr. D. Elwood Dunn				
16	Annual Reports; Ministry of Foreign Affairs				

APPENDIX B

TEST INSTRUMENT TO MEASURE SHS STUDENTS' ACADEMIC
ACHIEVEMENT IN HISTORY.

This is an SHS History test designed from past WAEC/WASSCE questions to establish your achievement in History. It contains 20 Multiple Choice questions for 20 marks; that is, each question worth 1 mark.

1) Students' Identification Number: _____

TEST

20 MARKS

Please read carefully and select the option that best suits each of the questions or statements below.

Answer all questions

Each question is followed by four options lettered A to D. Circle or *circle* the **correct** option for **each** question on this question booklet. Give only **one** answer to each question. An example is given below:

Knowledge of the use of iron enabled the early man in West Africa to

- A. acquire the knowledge of warfare. (B.) control his environment more effectively.
- C. develop a religious culture. D. learn the practice of agriculture.

The correct answer is 'control his environment more effectively', *which is lettered B, and therefore B is circled.*

Think carefully before you circle or underline the letter that bears the answer; erase completely any answer(s) you wish to change. This means you can use a pencil to identify answers you are unsure. Before submitting the paper, please

make sure to erase answer(s) you wish to change completely, and use a pen to circle your correct answers.

1. Which of the following is not a correct definition of history? History is
 - A. the study of only dates and dead people.
 - B. a dialogue between the past and the present.
 - C. The narration of what happened and why they happen.
 - D. the record of what actually happened in the past.
2. Sources of history have been divided into two main groups. These are:
 - A. Past and Present
 - B. accurate and incorrect
 - C. current and future
 - D. documentary and non-documentary
3. All the following are related to archaeology except
 - A. site.
 - B. documents.
 - C. dating.
 - D. excavation.
4. All these were problems encountered by the trans-Saharan traders except
 - A. attack from wild animals.
 - B. shortage of food and water.
 - C. attack from the Europeans.
 - D. harsh weather conditions
5. The introduction of Islam into West Africa was initially done through
 - A. military invasion.
 - B. free distribution of the Holy Quran.
 - C. peaceful means.
 - D. free distribution of food.
6. The Europeans had great advantage over the West Africans at the Berlin Conference because
 - A. West African countries lacked the funds to attend the meeting.
 - B. the deliberations did not concern the West Africans.

- C. economic sanction was placed on the West Africans.
- D. there were no West Africans representatives at the conference.
7. The major reason for the European presence in West Africa was
- A. education. B. economic. C. agriculture. D. war.
8. Which of the following European nations was the first to explore West Africa?
- A. Britain B. Spain C. Portugal D. France
9. Which of the following was not an effect of the trans-Atlantic slave trade in West Africa?
- A. Depopulation of communities B. Promotion of African heritage
- C. Retardation of indigenous industries D. Decline in agriculture
10. Which European nation passed an Act in parliament in 1807 making the selling and buying of slaves illegal?
- A. Denmark B. Netherlands C. United States D. Britain
11. The main reason for the coming of Christian missionaries to West Africa was to
- A. convey Christian messages to West Africans.
- B. protect European slave traders.
- C. introduce missionary work only in Sierra Leone.
- D. know about West Africa.

12. The people of West Africa were displeased with the Christian missions because they
- A. promoted technical education. B. disrespected their culture.
C. introduced new European crops. D. removed many traditional chiefs from power
13. Which of the following economic factors mainly influenced the Scramble for and Partition of West Africa?
- A. Promotion of African traditional industries
B. The quest for food crops to feed the captured slaves
C. the need for raw materials and markets for European goods
D. Introduction and enforcement of legitimate trade
14. The Scramble for and Partition of West Africa by the European powers was fueled mainly by their desire to
- A. enlighten the West Africans. B. extend their political control.
C. maintain trade monopoly. D. make friends with West Africans.
15. The Industrial Revolution influenced the Scramble for and Partition of West Africa because it '
- A. created the need for the investment of European surplus capital.
B. delayed the process of sovereignty in West African countries.
C. reached the highest degree for the appointment of consuls in West Africa.
D. absorbed European domestic problems that preceded colonial activity.

16. Which of the following institutions was in charge of the local government administration under the Indirect Rule System? The Native
- A. Court. B. Treasury. C. Authority. D. Police.
17. The Berlin Conference on West Africa was chaired by the leader of
- A. Britain. B. France. C. Portugal. D. Germany.
18. Neo-colonialism in West Africa is seen as 'government by remote control' because their governments
- A. are engineered by remote control. B. often use remote control.
- C. could not direct their own affairs. D. are well managed.
19. The Headquarters of the Organization of African Unity (OAU/AU) is in
- A. Cairo. B. Abuja. C. Addis Ababa. D. Abidjan.
20. The United Nations Organization (U.N.O.) is the main body through which nations of the world
- A. make trade agreements. B. market their countries.
- C. co-operate among themselves. D. promote sporting activities.

THE END!!!!

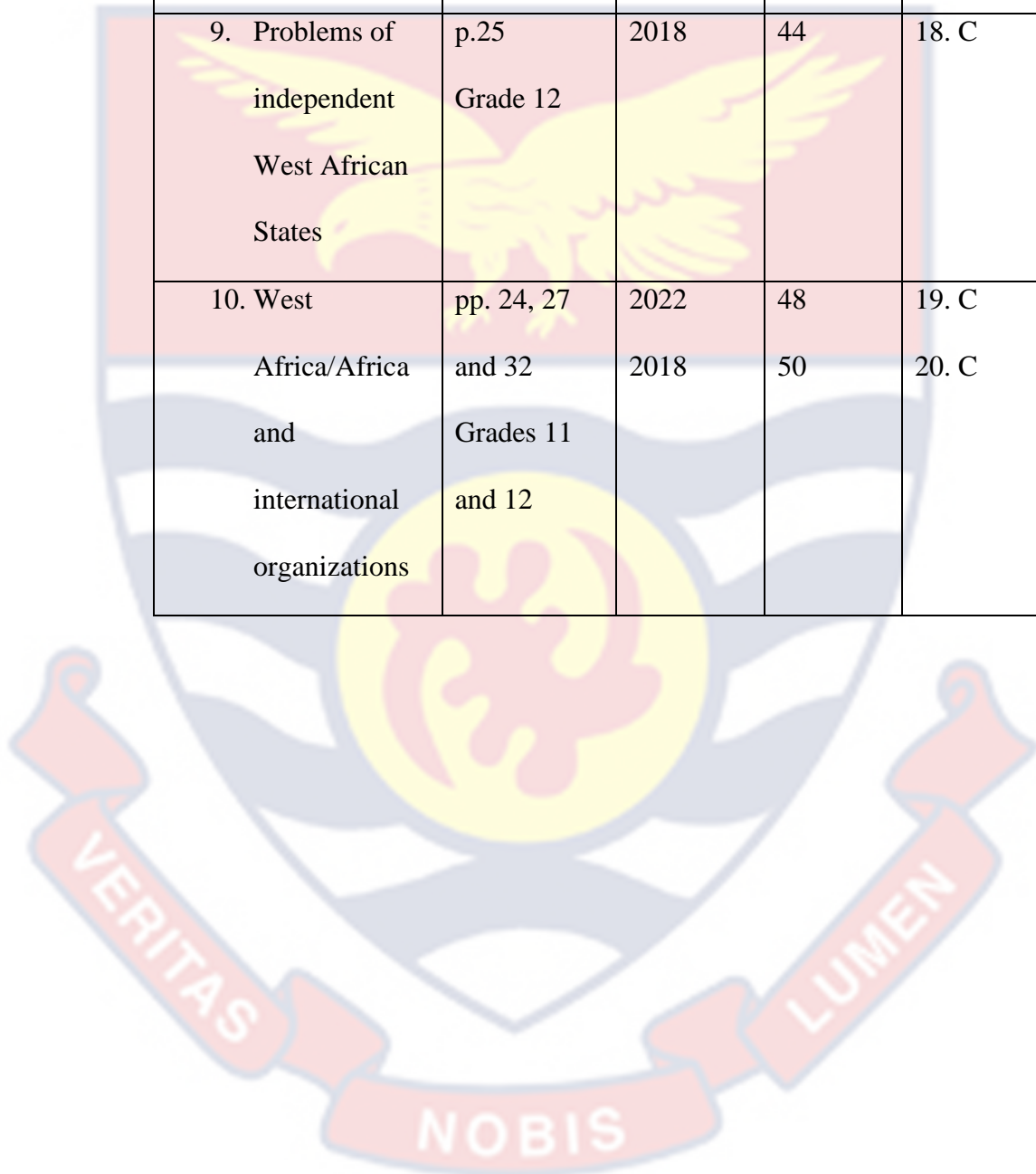
THANK YOU FOR PARTICIPATING IN THE STUDY.

APPENDIX C

TEST INSTRUMENT'S TABLE OF SPECIFICATIONS

Topics	Curriculum Pages and Grade Levels	WASSCE Exam Year	Exam Question Number	Test Instrument Number and Key
1. Historiography and Historical Skills	p. 2 Grade 10	2022	1	1. A
		2022	4	2. D
		2018	4	3. B
2. Trans – Saharan Trade	p.8 Grade 10	2022	7	4. C
3. Islam in West Africa	p.8 Grade 10	2018	11	5. A
4. European Contact with West Africa	P. 23 Grade 11	2018	32	6. D
		2022	15	7. B
		2022	14	8. C
5. Trans-Atlantic slave trade	p.13 Grade 10	2018	22	9. B
		2018	24	10. D
6. Christian Missionary Activities in West Africa	p.23 Grade 11	2018	27	11. A
		2018	29	12. B
7. The Scramble for and	p.23 Grade 11	2018	35	13. C
		2018	30	14. B

Partition of West Africa		2018	33	15. D
8. Colonial Rule in West Africa	p.8	2022	40	16. A
	Grade 10	2022	32	17. D
9. Problems of independent West African States	p.25 Grade 12	2018	44	18. C
10. West Africa/Africa and international organizations	pp. 24, 27 and 32	2022	48	19. C
	Grades 11 and 12	2018	50	20. C



APPENDIX D

**ETHICAL CLEARANCE FROM UNIVERSITY OF CAPE COAST
INSTITUTIONAL REVIEW BOARD**

UNIVERSITY OF CAPE COAST

INSTITUTIONAL REVIEW BOARD SECRETARIAT

TEL: 0558093143 / 0508878309
E-MAIL: irb@ucc.edu.gh
OUR REF: IRB/C3/Vol.1/0358
YOUR REF:
OMB NO: 0990-0279
IORG #: IORG0011497



2ND OCTOBER, 2023

Mr Edwin Y. Gonquoi
Department of Arts Education
University of Cape Coast

Dear Mr Gonquoi

ETHICAL CLEARANCE – ID (UCCIRB/CES/2023/96)

The University of Cape Coast Institutional Review Board (UCCIRB) has granted Provisional Approval for the implementation of your research **Influence of Senior High School History Teachers' Qualifications, Relevant Available and Accessible Textbooks on Students' Achievement in History**. This approval is valid from **2nd October, 2023** to **1st October, 2024**. You may apply for an extension of ethical approval if the study lasts for more than 12 months.

Please note that any modification to the project must first receive renewal clearance from the UCCIRB before its implementation. You are required to submit a periodic review of the protocol to the Board and a final full review to the UCCIRB on completion of the research. The UCCIRB may observe or cause to be observed procedures and records of the research during and after implementation.

You are also required to report all serious adverse events related to this study to the UCCIRB within seven days verbally and fourteen days in writing.

Always quote the protocol identification number in all future correspondence with us in relation to this protocol.

Yours faithful

Kofi F. Amuquandoh
Ag. Administrator

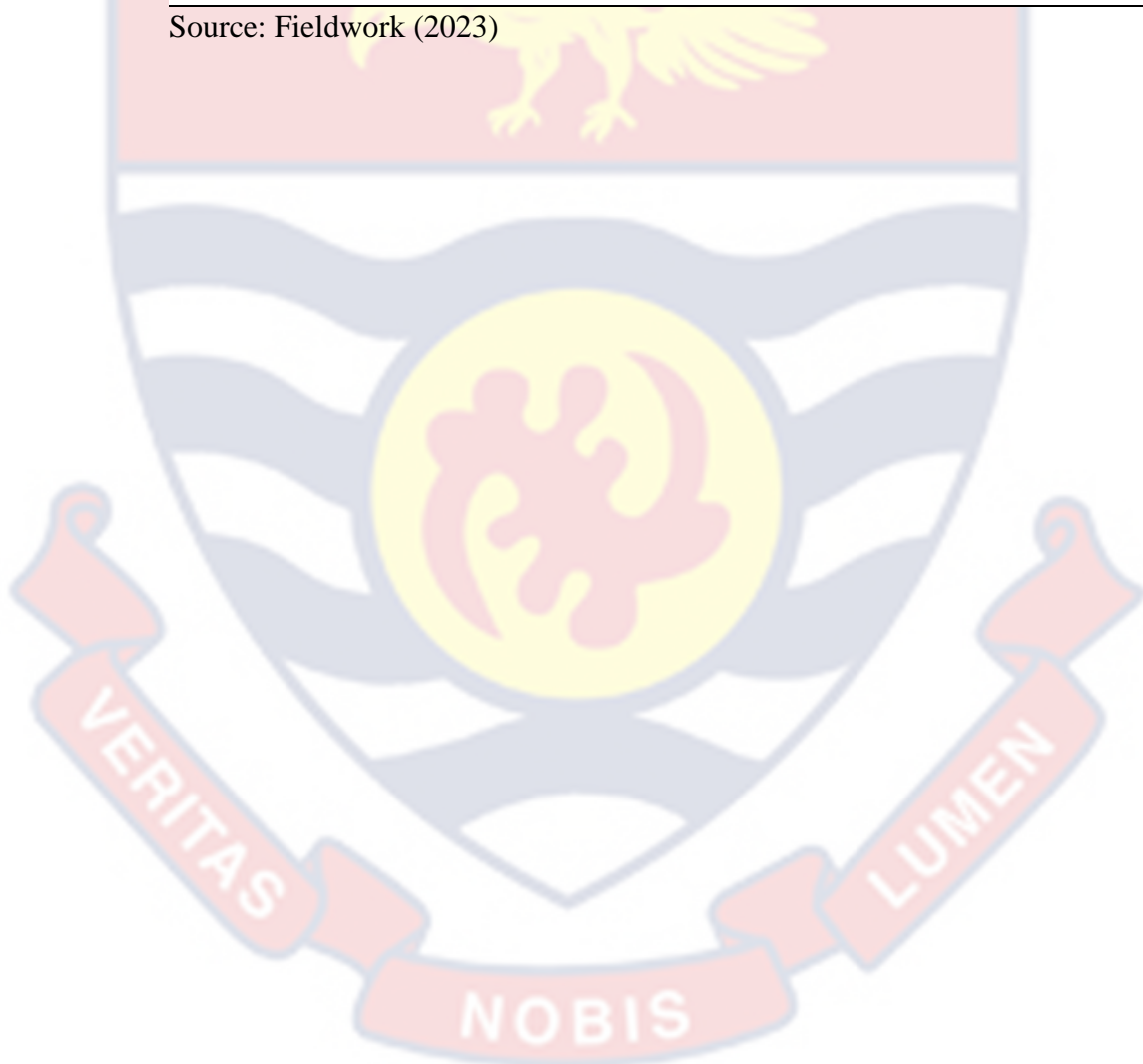
ADMINISTRATOR
INSTITUTIONAL REVIEW BOARD
UNIVERSITY OF CAPE COAST

APPENDIX E

TEACHERS' RESPONSES TO VALIDATE THEIR
QUALIFICATIONS PROVIDED BY SHS STUDENTS

Response	n	%
"C" in Education	1	14.2
Associate of Arts	2	28.5
Bachelor's Degree in other disciplines	4	57.1

Source: Fieldwork (2023)



APPENDIX F

**TEACHERS' RESPONSES TO VALIDATE STUDENTS' ANSWERS
TO THE AVAILABILITY CONDITION OF RELEVANT SHS
HISTORY TEXTBOOKS IN SACLEPEA EDUCATION DISTRICT 1**

Statements	Yes n (%)	No n (%)
World History (Longman)	5 (71.4)	2 (28.5)
African History Text (Longman)	2 (28.5)	5 (71.4)
Africana Encyclopedia	1 (14.2)	6 (85.7)
History of Africa (Revised Edition) (Pearson)	2 (28.5)	5 (71.4)
Africa South of the Sahara (Longman)	2 (28.5)	5 (71.4)
A History of West Africa from AD 1000, London: Macmillan Publishers Ltd, 1986 (Buah)	3 (42.8)	4 (57.1)
History in Diagram for West Africa (Pearson)	2 (28.5)	5 (71.4)
Introduction to Liberian Government (Saye Guannue)	5 (71.4)	2 (28.5)
Short History of Liberia (Saye Guannue)	6 (85.7)	1 (14.2)
Liberia History Book- 9 (Saye Guannue)	6 (85.7)	1 (14.2)
The First Republic (Saye Guannue)	5 (71.4)	2 (28.5)
Liberia and the League of Nations by Saye Guannue	4 (57.1)	3 (42.8)
Economic Survey of Liberia (Henry Yeido)	2 (28.5)	5 (71.4)
Rise and Fall of the First Liberian Republic by G. E. S. Boley	5 (71.4)	2 (28.5)
The Foreign Policy of President William V.S. Tubman, by Dr. D. Elwood Dunn	5 (71.4)	2 (28.5)
Annual Reports; Ministry of Foreign Affairs	2 (28.5)	5 (71.4)

Source: Fieldwork (2023)

APPENDIX G

**TEACHERS' RESPONSES TO VALIDATE STUDENTS' ANSWERS
TO THE AVAILABILITY CONDITION OF RELEVANT SHS
HISTORY TEXTBOOKS IN SACLEPEA EDUCATION DISTRICT 1**

Statements	Yes n (%)	No n (%)
World History (Longman)	4 (57.1)	3 (42.8)
African History Text (Longman)	2 (28.5)	5 (71.4)
Africana Encyclopedia	2 (28.5)	5 (71.4)
History of Africa (Revised Edition) (Pearson)	2 (28.5)	5 (71.4)
Africa South of the Sahara (Longman)	2 (28.5)	5 (71.4)
A History of West Africa from AD 1000, London: Macmillan Publishers Ltd, 1986 (Buah)	3 (42.8)	4 (57.1)
History in Diagram for West Africa (Pearson)	1 (17.6)	6 (85.7)
Introduction to Liberian Government (Saye Guannue)	5 (71.4)	2 (28.5)
Short History of Liberia (Saye Guannue)	6 (85.7)	1 (14.2)
Liberia History Book- 9 (Saye Guannue)	5 (71.4)	2 (28.5)
The First Republic (Saye Guannue)	4 (57.1)	3 (42.8)
Liberia and the League of Nations by Saye Guannue	4 (57.1)	2 (28.5)
Economic Survey of Liberia (Henry Yeido)	1 (14.2)	6 (85.7)
Rise and Fall of the First Liberian Republic by G. E. S. Boley	4 (57.1)	3 (42.8)
The Foreign Policy of President William V.S. Tubman, by Dr. D. Elwood Dunn	4 (57.1)	3 (42.8)
Annual Reports; Ministry of Foreign Affairs	1 (14.2)	6 (85.7)

Source: Fieldwork (2023)