

UNIVERSITY OF CAPE COAST

THE DECLINING POPULARITY OF HISTORY AS A SUBJECT IN THE
SENIOR HIGH SCHOOLS IN THE CENTRAL REGION, GHANA

RUTH OWUSU-ANSAH

2011

UNIVERSITY OF CAPE COAST

THE DECLINING POPULARITY OF HISTORY AS A SUBJECT IN THE
SENIOR HIGH SCHOOLS IN THE CENTRAL REGION, GHANA

BY

RUTH OWUSU-ANSAH

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

JUNE 2011

DECLARATION

Candidate's Declaration

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

Candidate's Signature:..... Date:.....

Name: Ruth Owusu-Ansah

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: Mr. Kankam Boadu

Co-Supervisor's Signature:..... Date:.....

Name: Rev. S. Asare-Danso

ABSTRACT

History as an academic discipline in the curriculum provides valuable information and perspectives embedded within a powerful analytical model, which can be especially useful in an inconsistent and rapidly changing world. Although History plays an important role in the schools' curriculum, it is seen as the least patronized subjects among the Arts in recent times. This study sought to find out the declining popularity of History as a subject in senior high schools in the Central Region of Ghana.

The descriptive survey research design was used in this study. The stratified, purposive, proportionate and simple random sampling techniques were used in selecting the sample. In all, 285 students from 20 schools were used. Questionnaire was the main tool used to collect data for the study. Data were analyzed using frequencies, percentages, means and the standard deviations.

Results of the study revealed that students believe History provides a sense of cultural identity and broadens their intellect by enabling them acquire a lot of ideas about their society and country as a whole. They also indicated that there are more job prospects in studying Government, Geography and Economics than History. It also revealed that the wrong perception of the general public towards the teaching and learning of History and the inadequate teaching and learning materials in History are some of the causes for the decline in the popularity of the subject. It was recommended that teacher educators should help trainees develop a positive mindset and favourable attitude towards the teaching and learning of History since their transfer into the classroom has implications for learners.

ACKNOWLEDGEMENTS

While fully accepting any shortcomings and errors of this work, I wish to express my gratitude to all who contributed in diverse ways to the successful completion of this study. I am particularly indebted to Mr. Kankam Boadu, my principal supervisor and Rev. S. Asare-Danso, the co-supervisor. Their expert advice and suggestions greatly shaped this study. They also offered affection and encouragement which really spurred me on.

I also wish to express my sincere gratitude to my husband Mr. Theophilus Antah who gave me support and directions through this work. I am also thankful to all the heads and teachers of the senior high schools visited in the Central Region. I fully appreciate the assistance they offered. Special thanks to my parents Mr. Ohene Owusu-Ansah and Mad. Mary Turkson for their love, support, and moral guidance throughout my life.

Finally, I wish to thank Dr. Cosmos Cobbold for helping me shape the topic for this study and all Senior Members, Staff and my fellow mates especially, Anita Oforiwa Ansong of the Department of Arts and Social Sciences (DASSE) for their support both during the course work and period of thesis writing.

DEDICATION

To my husband and my daughter Rinnah Lady Naa Akushia Antah

TABLE OF CONTENTS

	Page
DECLARATION	ii
ABSTRACT	iii
ACKNOWLEDGEMENTS	iv
DEDICATION	v
LIST OF TABLES	ix
CHAPTER	
ONE INTRODUCTION	
Background of the Study	1
Statement of the Problem	9
Purpose of the Study	11
Research Questions	11
Significance of the Study	12
Delimitations	13
Limitations	13
Acronyms	14
Organization of the Study	14
TWO REVIEW OF RELATED LITERATURE	
Theoretical Framework	15
The Study of History as a Subject	17
The Aims and Objectives of Teaching and Learning	
History as a Subject	19

	Page
The Importance of Studying History	24
Methods of Teaching History	31
Resources that Improve the Study of History	34
Parental Involvement and Motivation for Students Studying History	38
Job Prospects for History Students	47
The Challenges Encounter in the Study of History	50
Summary	54
THREE METHODOLOGY	
Research Design	57
Population	60
Sample and Sampling Techniques	61
Research Instrument	65
Pilot-Testing of Instrument	67
Data Collection Procedures	68
Data Analysis Procedures	69
FOUR RESULTS AND DISCUSSION	
Demographic Data of Respondents	72
Factors that Influence Students' Choice of History as a Subject	73
Ways by Which Parents/ Guardians Motivate their Wards to Study History	79
Job Prospects of History Students	86

	Page
Reasons why Students Prefer Economics, Geography and Government to the Study of History	90
Challenges Students Encounter in the Study of History	95
Summary	100
FIVE SUMMARY, CONCLUSIONS AND RECOMMENDATIONS	
Overview of the Study	102
Summary of Major Findings	104
Conclusions	106
Recommendations	107
Recommendations for Further Studies	108
REFERENCES	109
APPENDICES	
A Introductory Letter	120
B Students' Questionnaire	121
C Cronbach's Alpha Internal Reliability	129

LIST OF TABLES

Tables	Page
1 Total Number of Students that Sat for Some WASSCE General Arts Subjects	10
2 Breakdown of Selected Schools	62
3 Breakdown of Students Selected from Each School	64
4 Sex of Respondents	72
5 Age of Respondents	72
6 Factors that Influence Students' Choice of History as a Subject	74
7 Means and Standard Deviations to Statement 1-10	79
8 Ways by Which Parents/Guardians Motivate their Wards to Study History	82
9 Means and Standard Deviations to Statement 1-8	85
10 Job Prospects of History Students	87
11 Means and Standard Deviations to Statement 1-8	90
12 Reasons why Students' Prefer Economics, Geography and Government	91
13 Means and Standard Deviations to Statement 1-6	95
14 Challenges Students' Encounter in the Study of History	96
15 Means and Standard Deviations to Statement 1-10	100

CHAPTER ONE

INTRODUCTION

Background of the Study

All over the world, education is accepted as the process by which individuals acquire knowledge, skills and attitudes which enable them to develop their faculties in full. As Agyeman, Baku and Gbadamosi (2000) noted, “it is universally accepted that one of the benefits of good education is that it enables individuals to contribute to development and improvement in the quality of life for themselves, their communities and the nation as a whole” (p.9).

The progress, welfare and prosperity of a nation depends on rapid, planned and sustained growth in the quality and extent of education, and this can be achieved only with peace and stability in the country in which informative subject like History can play a pivotal role (Sinha, n.d). Thus, History as a subject becomes a priority area in education. History is a storehouse of information, knowledge and culture. It has the power to check the fissiparous tendencies by enriching the cultural life of the nation by developing the culture of the various groups as part of a single nation.

People become proud when they are able to trace their heritage from the earliest times to the present. Knowing one’s heritage is one of the most cherished ideals in a society. One’s knowledge of his heritage creates awareness of how people in the past lived, the way they entertained

themselves, the way they dressed, the food they ate, how they related to each other among others. In many African countries, their cultural heritage such as festivals, religion, funeral rites, language and even the type of education they went through have their meanings evolving from the past. This therefore means that a clear understanding of the present must first start from the past, thus a history of the past.

History at the Senior High Schools is intended to help students learn about the history of Ghana and Africa as a whole. It is also important in building national and patriotic feelings that will enable them to use the lessons of History in planning for the present and the future of the country. Kochhar (2005, p.1) stated that “History is often said to be the ‘queen’ or ‘mother’ of the social sciences. It outdates the other social sciences, having appeared in schools long before the others with the possible exception of Geography. It is the basis of the Humanities and Social Sciences. Any subject of study needs justification: its advocates must explain why it is worth attention.

In a society that quite correctly expects education to serve useful purposes, the functions of History can seem more difficult to define than those of Engineering or Medicine. History is in fact very useful, actually indispensable, but the products of historical study are less tangible, sometimes less immediate, than those that stem from some other disciplines (Stearns, 1998).

There is no end to what we can learn from History if only we would, for it is coterminous with life. Its special field is the life of man in society, and at every point we can learn vicariously from the experiences of others before us in History (Thompson, 1966). For how can we understand the

world affairs if we do not know how it came to be what it is? How can we as Ghanaians understand ourselves as Ghanaians if we do not know how this nation came to be what it is today? And how can we put the interest of this nation first and our personal interests second, if we do not know the untold sacrifices which our forefathers made in order to bring us together as one people, one nation with one destiny?

Today, History is understood as a branch of learning which aims to satisfy man's curiosity about the past (Fynn & Addo- Fening, 1991). No wonder, it is considered an indispensable subject in the complete education of man (Kochhar, 2005). This is achieved by recording what our ancestors said, did, thought, planned or achieved. History explains how people, ideas, institutions, beliefs, traditions and others have changed from one state into another or from one generation to another. In short, History is an attempt to understand how our community, society or country has come to be what it is today.

Fynn and Addo- Fening (1991) noted that History teaches valuable lessons of every kind: moral, political, social, and economic. Consequently, knowledge and understanding of the past are important for both the individual and society. The subject has been incorporated in the curriculum with varied aims and objectives, some of which are: to teach tolerance, cultivate a forward look, foster nationalism, develop international understanding, give training to handle controversial issues, help resolve our contemporary social and individual problems, and others (MOE, 2008). History learning should help to preserve unity in diversity, ensure rapid social, economic and educational progress, enrich the cultural life of the

nation and ensure security from internal and external dangers. The students should be exposed to this storehouse of information through the right methods of teaching and the right kind of teachers. History should be studied because it is essential to individuals and to society, and because it harbors beauty (Stearns, 1998).

Studying History at school helps to bring order and significance to this information, by providing knowledge about the past within a coherent framework, by developing a sense of sequence and chronology, and by encouraging an awareness of change and continuity over time. The study of the past will enable the student to assess the various stages of development in the continent (Africa) and as such appreciate the sacrifice of others over the years (Dance, 1970). For the countries of Africa engaged in nation-building, history is just as important as capital and technology. History can help our countries to identify their heritage in order to build upon it. It can encourage the youth in Africa to take part in the political, cultural and technological achievements of their ancestors. In this way, they will be able to resist the temptation to imitate foreigners and adopt their values (Fynn & Addo-Fening, 1991).

The study of History will impart a sense of patriotism into the student, imbibe him/her with ethics, develop the writing skills and language of the student, enable the student to acquire enough information about Africa and above all train the mind which leads to critical thinking, a hallmark of an upright personality. History is a literary subject. Understanding and interpretation of the written word, and the capacity to communicate in written

form with coherence, relevance and respect for the conventions of language, are of paramount importance.

Although History makes a distinct contribution to the curriculum, it also has close links and affinities with other subjects, especially those in the Social and Environmental Studies mode of the curriculum, such as Geography, Modern studies, Economics and Contemporary Social Studies. The breadth of its subject matter and range of evidence which can be used means that History can also establish profitable links with subjects such as English, Religious Education, Art, Science or Modern Languages. It has an important contribution to make to the wider dimensions of education, such as multi-cultural education, which permeate the curriculum.

It is in the light of this that curriculum developers added History as a subject to be read at the Senior High Schools. Unfortunately, despite the valuable contributions and importance History plays as an academic discipline in the curriculum, it has failed to achieve its aim. In the past, History has been justified for reasons we would no longer accept. For instance, one of the reasons History holds its place in current education is because earlier readers believed that knowledge of certain historical facts helped distinguish the educated from the uneducated (Stearns, 1998).

According to Dwarko (2007), History was a subject well placed in the curriculum of Ghana's education during the greater part of the twentieth century. He stated further that, from the 1920s through 1987, History was taught as a core subject and examined for the Seventh Standard, Senior School, and Middle School Leaving Certificate Examinations conducted by the Gold Coast Education Department, the Ministry of Education and the

West African Examinations Council. At the Secondary School level, History was one of the most popular subjects and as well patronized by non-science students. At that level, there was great variety in area studies in History. These included Ghana and West Africa; Egypt and the Nile Valley; Economic History; English History; European History; Tropical Africa and World History (Dwarko, 2007). The variety enabled students to develop special interest in the subject since different areas appealed to students with different backgrounds, and as different schools specialized in the teaching of special areas.

When the twenty-first century opened, there were clear indications that History had lost its privileged position and that interest in the subject was waning rapidly (Dwarko, 2007). With the abolition of the Middle School system, History was removed and Social Studies introduced at the Junior High School level. And at the Senior High School level, the Government and the reformers did not recognize the centrality of History as a subject of national importance and therefore made it elective instead of a core subject.

Dwarko (2007) compared the number of students who registered for the Senior Secondary School Certificate Examination (SSSCE) in History, Government, Religious Studies and Economics, conducted by the West Africa Examinations Council (WAEC) from 2000 to 2005. He found that whilst all the four subjects registered increased number of candidates during the period, the increase in History was only 70% compared to 230%, 160% and 140% in Government, Religious Studies and Economics respectively. Dwarko, thus, concluded: "In both absolute numbers and percentage increase, History was the least patronized subject among the four 'sister' subjects"

(Dwarko, 2007, p. 171). Similarly, Cobbold and Adabo (2010) gathered data from two Senior High Schools in the Cape Coast Metropolis (Adisadel College and St. Augustine's College) and reported that in one school, the number of students who read Government between 2004 and 2007 exceeded those who read History by 191. In the other school, the number of students who read Government in the same period exceeded those who read History by 250. This confirms earlier findings that in Senior High Schools in Ghana, History is the least patronized among the Arts subjects in recent times (Dwarko, 2007).

The 2004/5 Annual Report of the Chief Inspector of schools in the UK stated that: There is evidence that History is playing (and will play) an increasingly marginal role in the wider curriculum as schools give greater emphasis to literacy, numeracy and vocational subjects. Compared with these other subjects, History is seen as less important and relevant to many pupils. Only three in ten pupils continue with the subject post-14 and even fewer post-16 (Ofsted, 2005). The 2007 Ofsted publication *History in the balance: History in English schools 2003-7* confirmed these concerns and provides substantiation for them (Ofsted, 2007).

Haydn and Harris (2010) observed a general increase in the number of students who believed that History was a useful school subject. Nonetheless, even though more students recognized the utility of studying History, few could express why it was useful, and few expressed the utility of History in terms of the purposes of school History stated in the curriculum.

Haydn and Harris (2010) further argued that despite the protracted debate concerning the purpose and nature of History as a school subject

which has taken place in the public domain in the UK, the rationale for school History, and, more importantly, the utility of the subject, has not been transmitted in a meaningful way to the young people obliged to study the subject.

Adey and Biddulph (2001) argued that most History teachers in the UK reported that parents had differing views on the worth of pursuing History beyond KS3, with some replicating the commonly held pupils' view that it was not useful unless you wanted to be a History teacher or an archaeologist. They suggested that many pupils have only a very limited understanding of why they do History in school. According to Rammell (2006), there have been several calls for the subject to be taught in a way that is 'more relevant' to pupils' lives and the issue of relevance has become a contested issue in school History.

It is worth noting that, concern about History's place on the secondary curriculum is not limited to the issues of pupils 'voting with their feet' against the subject (Kinloch, 2006). Kinloch described History's place on the curriculum as 'desperate' but not critical. He argued that heads are only allowing students to study History if they are likely to get a high grade: "History is under pressure from 'easier' subjects and may be in danger of relegation to an academic ghetto" (Kinloch, 2006: 76).

Throughout my experience as a History teacher, it looks the discipline has become one of the dullest subjects taught in most Senior High Schools and it is losing its popularity and former glorious position in schools. Even in schools where History is one of the subjects studied, there has been a decline in the number of pupils offering it as compared with attendance to lessons in

the other Arts subjects. This development is quite unfortunate and needs some potent remedy.

The Central Region is the cradle of education in Ghana and it is endowed with so many schools. One cannot do an investigation into the discipline without making reference to the region. It is therefore necessary to find out the declining popularity of History as a subject in the region.

Statement of the Problem

History as a subject has an important role to play in the development of a society. In spite of the numerous advantages that the study of History offers to the student and society as a whole, it seems the subject has not achieved its desired aim. It is also obvious that, most students perform badly in History and so only a handful of students offer and even register the subject at the final examination (WASSCE). The prevailing impression seemed to reflect the view of the Earl of Chesterfield that "History is a confused heap of facts", the relevance of which was not apparent in a world pre-occupied increasingly with technological innovation (H. M. Inspectorate, 1988).

The total number of students that sat for History, Government, Economics and Geography for the West Africa Senior Secondary Certificate Examinations (WASSCE) showed the following in Table 1.

Table 1

Total Number of Students That Sat for Some WASSCE General Arts Subjects

Year	History	Government	Economics	Geography
2006	15,033	29,551	67,939	22,311
2007	16,239	34,956	76,576	25,606
2008	15,757	37,541	79,366	26,633
2009	18,360	46,342	93,091	30,997

Source: Head of National Office-WAEC, 2011.

From Table 1, it could be observed that all the four subjects registered increased numbers of candidates who sat the particular subjects at the WASSCE each year from 2006 to 2009 but History alone recorded low numbers in 2008. In absolute terms more students offered and sat Economics, Government, Geography and finally History in the examinations. Economics increased its initial number (in 2006, from 67,939 to 93,091 by 2009). Government increased its number in the same period from 29,551 to 46,342, Geography from 22,311 to 30,997 and lastly History from 15,033 to 18,360. In both absolute numbers, History was the least patronized subject among the four “sister” subjects.

The picture above confirms Dwarko’s (2007) conclusion that in Senior High Schools in Ghana History is the least patronized among the Arts subjects in recent times. It is quite obvious that History is losing its place in the Ghanaian educational system as compared to the other Arts subjects.

It is doubtful whether people attach any significance to History as a school subject. Certain features like the factors that influence the learning of the subject, the benefits of studying the subject, parental involvement and motivation to students in studying the subject, job prospects for History graduates and the challenges that students face in learning of the subject are of paramount importance. It is also not known whether these features affect the popularity of studying History as a subject. In other words, it is not certain that these factors contribute to the declining popularity of History as a subject.

Purpose of the Study

Generally, the investigation seeks to find out the declining popularity of History as a subject in Senior High Schools. Specifically, the study is geared towards fulfilling the following objectives:

1. to investigate the factors that influence students' choice of History as a subject.
2. to examine ways by which parents/guardians motivate their wards in learning of History as a subject.
3. to find out reasons why students prefer Government, Economics, and Geography to History.
4. to find out the job prospects of History students.
5. to find out the challenges that students encounter in the learning of History as a subject.

Research Questions

The following research questions have been formulated to guide the study:

1. What are the factors that influence students' choice of History as a subject?
2. In what ways are students motivated by their parents/guardians to study history?
3. What are the job prospects of History students?
4. Why do students prefer Government, Economics and Geography as a subject of study to History?
5. What are the challenges students encounter in the learning of History as a subject?

Significance of the Study

The study of the declining popularity of History as a subject in the Senior High Schools will provide some awareness to curriculum planners and developers, teachers and students of History with information for several purposes.

To curriculum planners and developers, the study will guide them in planning and developing the History curriculum and syllabus in a way that will expose the importance of History and various jobs opening to students studying History. It will also help students to change their perception of the subject as dull and difficult and help them to improve upon their interest and performance in the subject.

Moreover, it will also provide information to teachers in selecting and directing students to relevant books and materials which will help the students to acquire the interest and pass well in the History subject. It will also help educationists, who show concern with education in the Central Region and selected schools, as well as other schools with similar problems

through the application of suggestions and recommendations that will be presented in this study.

The research will also unearth the challenges that teachers and students encounter in the teaching and learning of History as a subject. This will provide a lot of insight in the nature of the challenges to enable them find appropriate solution.

Furthermore, the study will bring to light the teaching methods and techniques which are significant in the teaching and learning of History as a subject. This will enable teachers and students identify the appropriate teaching methods and techniques that will improve on the teaching and learning of the subject. Finally, the study will add to the existing knowledge on the factors for the declining popularity of History as a subject.

Delimitations

The study is about the declining popularity of History as a subject in the Senior High Schools in the Central Region. The study covers only Senior High Schools in the Central Region and has only the students of the selected schools as the respondents. The study will be confined to twenty public Senior High Schools from the four categories or groupings of the schools in the Central Region of Ghana.

Limitations

A study of this nature would have been conducted on the entire student population and all the Senior High Schools in the Region. However, time and financial constraints would not make it possible for the entire students' population in each school to be included. There is the tendency that, certain

vital information may not be relayed to the researcher and this may affect the results of the study.

Acronyms

WASSCE	-	West Africa Senior Secondary Certificate Examination
WAEC	-	West Africa Examination Council
S.H.S	-	Senior High School
CSSPS	-	Computerised School Selection and Placement System
MOE	-	Ministry of Education

Organization of the Study

This study has been developed into five chapters. The first chapter deals with introduction, it focuses on the background of the study, statement of the problem, purpose of the study, research questions, significance of the study, delimitations and limitations. Chapter two covers the review of related literature while chapter three discusses the methodology used in this study. Chapter four presents the results and discusses the findings. Chapter five contains the summary of the major findings, conclusions, recommendations and areas for further studies.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

This chapter deals with the related literature on the topic of study. It contains the views of authors on the topic that have relevance to the area of study. The review of literature on the topic is broken down into the following sub-headings:

1. The study of History as a subject
2. The aims and objectives of teaching and learning History
3. The importance of studying History
4. Methods of teaching History
5. Resources that improve the study of History
6. Parental Involvement and Motivation for Studying History
7. Job prospects for History students
8. The challenges encountered in the study of History
9. Summary

Theoretical Framework

According to Taraporewalla (2011), the link between the academic motivation of students and learning outcomes such as academic achievement has been routinely established by educational theorists. In particular, student perceptions of and beliefs about the value of academic tasks and domains have been identified as important variables determining the learning outcomes and

performance of each individual. The expectancy-value model of achievement and motivation developed and assessed by Wigfield and Eccles (2000) places student valuing of a designated task and their expectations for success at the core of the differentiated motivation of each individual. For Wigfield and Eccles, the interaction of the identified value of academic endeavour and expectations for success predict student motivation such that those with high expectations and who also value the task are most motivated to succeed.

Haydn (2004) and Lord and Jones (2005) found subject dimensions to pupil disengagement from learning, with pupils having views on subject status and utility. Instilling a sense of the importance and utility of History and cultivating student interest in the subject are thus important tasks of the secondary school History teacher in order to ensure student motivation and achievement.

In the view of Taraporewalla (2011), students have widely differentiated beliefs about the usefulness of History as a subject, which in turn influence learning outcomes within and beyond the classroom. If value is a critical motivational component and impacts directly upon academic achievement as social cognitive theorists suggest, then all History teachers must strive to make explicit the purpose and value of studying History if they are to hope to engage in effective pedagogy within the classroom.

Although many students find enjoyment in studying History, it is difficult for them to articulate the relative usefulness of the subjects to their lives. Only those students who had a sense of their own future aspirations, and hence some understanding of what they needed academically to succeed in these, seemed clear about what History contributed to their profile (Adey &

Biddulph, 2001). Shemilt (2000) noted that the constructivist research into students' historical thinking suggests that students perceive the learning of History to be the presentation of a uniform picture of the past. This perception according to Cobbold and Adabo (2010) often leads students to make poorly informed choices about Senior High School subjects, sometimes rejecting History because they are not clear about whether or not History would gain them good tertiary entrance score or a lucrative job. This is perhaps unsurprising, given the long history of studies that have shown that, although pupils often try to make connections between subject choices and desired careers, such connections are often simplistic and/or unrealistic (Ryrie, Furst & Lauder, 1979; Stables & Wikeley, 1997).

The Study of History as a Subject

The term History is derived from the Greek word 'historia' which means "information" or "an enquiry designed to elicit truth. It is just "man-his story of his efforts to satisfy his carving for an orderly social life, to satisfy his love for freedom and to satisfy his thirst for beauty and knowledge (Kochhar, 2005). The subject began to develop in the fifth century BC as a result of efforts to understand and explain the human past in a rational way. The concept of History has attracted diverse interpretations. Due to this, there is no universally agreed definition of History. It has been defined differently by different scholars. Burckhardt (n.d) as cited in Kochhar (2005, p.1) says, "History is the record of what one age finds worthy of note in another". In the words of Miller (n.d) "the course of life is like the sea; men come and go, tides rise and fall, and that is all of history" (cited in Kochhar, 2005, p.1). Carr (1961) opines that History is an unending dialogue between the present

and the past. Nebru (n.d) as cited in Kochhar goes a step further. He says History is the story of man's struggle through the ages against nature and the elements; against wild beast and the jungle and some of his own kind who have tried to keep him down and to exploit him for their own benefits.

Johnson (1942, p.4) gives a very broad definition of History. He writes, "History, in its broadest sense, is everything that ever happened...history, in the usual acceptance of the term means history of man. The materials to be studied are the traces left by his existence in the world, the present ideals, present social customs and institutions, language, literature, material products of human industry, physical man himself, the physical remains of man, his thoughts, feelings and actions".

The modern concept of History is more scientific and comprehensive. It is not merely a chronicle of events or a rope of sand but a wreath with the events strung on the thread of ideas. It is believed that ideas are the base of all actions and are behind every occurrence and are, therefore, important. It is the ideas that have determined the actions of man through the ages. Ideas are the forces motivating the actions of men. According to Kochhar (2005), History deals with these forces behind the actions and presents a three-dimensional picture of the human past. He stated further that modern History does not only contain only the history of kings and queens, battles and generals, but the history of the common man- his house and clothing, his fields and their cultivation, his continued efforts to protect his home and hearth, and to obtain a just government, his aspirations, achievements, disappointments, defeats and failures. Not only the individual but also the communities and societies are the subject of History.

An analysis of the opinions of different scholars reveals the true nature of History. It deals with knowledge only when it is associated with man's endeavours and achievements. It is concerned with man in time and space. Continuity and coherence are the necessary requisites of History.

Today, History is understood as a branch of learning which aims to satisfy man's curiosity about the past. It lays emphasis as an evolution, growth and development of human civilization through the ages. This is achieved by recording what our ancestors said, did, thought, planned or achieved. History explains how people, ideas, institutions, beliefs, traditions and others have changed from one state into another or from one generation to another. In short, History is an attempt to understand how our community, society or country has come to be what it is today.

The Aims and Objectives of Teaching and Learning History

The purpose of historical inquiry is not simply to present facts but to search for an interpretation of the past. Historians attempt to find patterns and establish meaning through the rigorous study of documents and artifacts left by people of other times and other places. People live in the present. They plan for and worry about the future. History, however, is the study of the past.

No subject can be included in the school curriculum as an end in itself; it is introduced with certain aims and objectives. The aims of teaching History will have to be in consonance with the broader aims of education here and now. The objectives, which teachers should have in view while teaching the subject, have to be precise and definite. Kochhar (2005) identified the following as some of the general aims of teaching History:

1. to promote self-understanding: History needs to be taught to promote self-understanding. The special interests and habits that mark a given person are an outcome of his past interaction with a particular environment. Everyone has a heritage which is uniquely his, a combination of racial, national, family and individual traditions which are woven into his very being. Johnson (1942) noted that without inquiry into these historical factors, man must remain a stranger to himself.
2. to give proper conception of time, space and society: History needs to be taught to reveal to the child the conception of time, space and society and the relationship that links the present with the past, the local with the distant and personal and national life with lives and cultures of other men and women elsewhere in time and space.
3. to enable the pupils to assess the values and achievements of their own age: History is a unique subject as it is in the best position for providing twentieth century youth with standards of reference against which they can measure the values and achievements of their own age. This enables them to have an enlightened awareness of the problems of modern communities, political, social and economic.
4. to teach tolerance: History needs to be taught to teach tolerance-tolerance with different faiths, different loyalties, different cultures, different ideas and ideals.
5. to cultivate valuable intellectual attitudes: History needs to be taught to children so as to cultivate valuable intellectual attitudes. The historical methods, as a mental discipline is useful far beyond the fields of

History. A study of the subject will enable the pupils to know that human affairs can never be simple and that there are no heroes and villains, no 'bad' or simple cause and effect in human behaviour.

6. to broaden the intellect: History needs to be taught to broaden the intellect of students. History adds a third dimension to the two dimensional world. When we decide important matters taking in view two dimensions of time, the present and the future, we cannot decide properly. The study of History adds a third dimension- a study of the past. This helps in rational and objective thinking.
7. to teach moral principles: historical knowledge is practical knowledge; it is philosophy teaching by example; it is the lamp of experience. History describes vice, unmasks false virtue, exposes errors and prejudices, dissipate the enchantment of riches. History needs to be taught to impress upon the pupils how great men, for the honour of their country, have sacrificed their all-their home and hearth.
8. to cultivate a forward look: According to Kochhar (2005), this is another important aim of teaching History. History can be taught to encourage the student to have a vision of the future and how to fashion it. The lessons of the past can be applied to the creation of new and better future. The knowledge of History will bring to light factors which govern the course of human affairs and also show that the actual course of past events may be a more accurate measure of what is possible than are the best laid schemes of reformers.
9. to impart mental training: History can stimulate thought, judgement and discrimination and create a scientific attitude in the adolescent as a

counter balance to his emotional instability. It trains the pupils to be accurate in comprehension and expression. It will expand his intellect and broaden his mental horizon.

10. to give training for handling controversial issues: teaching History is essential for giving training to the pupils to handle controversial questions in a spirit which searches for truth-insists on free discussion and permits compromise. It can expose the pupils to a vast knowledge which will enable them to tackle controversial issues objectively.
11. to help resolve our contemporary social and individual problems. Kochhar (2005) noted that one of the most significant aims of History is to help resolve our contemporary social and individual problems and to help develop mature judgements on immediate social issues, trends and prospects in the fields of commerce, industry, international affairs, regional politics and other aspects of the contemporary society.
12. to foster national feelings: According to Kochhar, a special aim of teaching History is to create a desire in the pupils to perpetuate those principles of justice and humanity that control the life of a nation. History can instill patriotism into the heart of the child. Patriotism which causes the heart to beat high at our country's glorious past and present but which at the same time works for the commonwealth of man and a citizenship of which a nation may well be proud of.

Adey and Biddulph (2001) surveyed 1400 Year 9 students in the United Kingdom on the purpose for studying History. The study revealed that few could articulate their purpose for studying History. 'Usefulness' was perceived only in terms of direct application to a field of employment and not

the social and intellectual contribution of the subject. Fink (2004) noted that even when students did appreciate the usefulness of History, they could not define what History is useful for.

Haydn and Harris (2007) conducted a follow up research to previous research which looked into pupil perceptions of History at Key Stage 3. The phase of the research focused on the views and concerns of History teachers in relation to pupil take-up of the subject post Key Stage 3 (KS3), and the 'health' and status of the subject generally in the light of recent concerns that the position of History on the school curriculum has been marginalised in recent years. The research found that although the majority of pupils reported that they enjoyed History, most of them had a limited understanding of the purposes of studying History as outlined in curriculum specifications.

Haydn and Harris (2010) surveyed a group of 1740 UK students from twelve schools in the East of England, London and the South Coast on the purposes and benefits of studying History in high school. They observed that there was a general increase in the number of students who believed that History was a useful school subject. They noted that even though more students recognized the utility of studying History, few could express why it was useful, and few expressed the utility of History in terms of the purposes of school History stated in the curriculum. Very few referred to shared national values as a justification for studying History, and few referred to the acquisition of 'skills' as a benefit of the subject, though both rationales had emerged in public debate concerning school History in the UK, just as they have in Australia. Haydn and Harris concluded that the rationale for school History has not percolated meaningfully into the consciousness of many of

those for whom the curriculum was designed, or been explained effectively to all learners of History.

The Importance of Studying History

The study of History is vital to a liberal arts education (Luttmer, 1996). History is unique among the liberal arts in its emphasis on historical perspective and context. Historians insist that the past must be understood on its own terms; any historical phenomenon--an event, an idea, a law, or a dogma for example--must first be understood in its context, as part of a web of interrelated institutions, values, and beliefs that define a particular culture and era (Carr, 1961). Among the liberal arts, History is the discipline most concerned with understanding change. Historians seek not only to explain historical causality--how and why change occurs within societies and cultures. They also try to account for the endurance of tradition, understand the complex interplay between continuity and change, and explain the origins, evolution, and decline of institutions and ideas. There are many ways to discuss the real functions of the subject—as there are many different historical talents and many different paths to historical meaning. Stearns (1998) stated that all definitions of History's utility, however, rely on two fundamental facts.

Firstly, History offers a storehouse of information about how people and societies behave. Understanding the operations of people and societies is difficult, though a number of disciplines make the attempt. An exclusive reliance on current data would needlessly handicap our efforts. How can we evaluate war if the nation is at peace—unless we use historical materials? How can we understand genius, the influence of technological innovation, or the

role that beliefs play in shaping family life, if we don't use what we know about experiences in the past?

Stearns (1998) stated further that, major aspects of a society's operation, like mass elections, missionary activities, or military alliances, cannot be set up as precise experiments. Consequently, History must serve, however imperfectly, as our laboratory, and data from the past must serve as our most vital evidence in the unavoidable quest to figure out why our complex species behaves as it does in societal settings. This, fundamentally, is why we cannot stay away from history: it offers the only extensive evidential base for the contemplation and analysis of how societies function, and people need to have some sense of how societies function simply to run their own lives.

The second reason History is inescapable as a subject of serious study follows closely on the first. The past causes the present, and so the future. Any time we try to know why something happened, we have to look for factors that took shape earlier. Sometimes fairly recent history will suffice to explain a major development, but often we need to look further back to identify the causes of change. Only through studying History can we grasp how things change; only through History can we begin to comprehend the factors that cause change; and only through History can we understand what elements of an institution or a society persist despite change.

It is commonly acknowledged that an understanding of the past is fundamental to an understanding of the present. The analysis and interpretation of history provide an essential context for evaluating contemporary institutions, politics, and cultures (Barthes, 1981).

Understanding the present configuration of society is not the only reason to study the past; History also provides unique insight into human nature and human civilization. By demanding that we see the world through the eyes of others, that we develop a sense of context and coherence while recognizing complexity and ambiguity, and that we confront the record not only of human achievement but also of human failure, cruelty, and barbarity, Luttmer (1996) noted that the study of History provides us with a richly-textured, substantive framework for understanding the human condition and grappling with moral questions and problems.

History as an art and entertainment serves a real purpose, on aesthetic grounds but also on the level of human understanding. Holt (1990) stated that stories well done are stories that reveal how people and societies have actually functioned, and they prompt thoughts about the human experience in other times and places. The same aesthetic and humanistic goals inspire people to immerse themselves in efforts to reconstruct quite remote pasts, far removed from immediate, present-day utility. Stearns (1993) noted that exploring what historians sometimes call the "pastness of the past"—the ways people in distant ages constructed their lives—involves a sense of beauty and excitement, and ultimately another perspective on human life and society.

According to Howe (1989) History also provides a terrain for moral contemplation. Studying the stories of individuals and situations in the past allows a student of History to test his or her own moral sense, to hone it against some of the real complexities individuals have faced in difficult settings. People who have weathered adversity not just in some work of fiction, but in real, historical circumstances can provide inspiration. "History

teaching by example" is one phrase that describes this use of a study of the past—a study not only of certifiable heroes, the great men and women of History who successfully worked through moral dilemmas, but also of more ordinary people who provide lessons in courage, diligence, or constructive protest (Stearns, 1998).

History also helps provide identity, and this is unquestionably one of the reasons why all modern nations encourage its teaching in some form (Stearns, 1998). Historical data include evidence about how families, groups, institutions and whole countries were formed and about how they have evolved while retaining cohesion. Many institutions, businesses, communities, and social units, such as ethnic groups in Ghana, use history for similar identity purposes. Merely defining the group in the present pales against the possibility of forming an identity based on a rich past. And of course nations use identity history as well and sometimes abuse it. Stearns (1993) postulated that histories that tell the national story, emphasizing distinctive features of the national experience, are meant to drive home an understanding of national values and a commitment to national loyalty.

A study of History is essential for good citizenship. This is the most common justification for the place of History in school curricula (Stearns, 1998). Sometimes advocates of citizenship History hope merely to promote national identity and loyalty through a History spiced by vivid stories and lessons in individual success and morality. But the importance of History for citizenship goes beyond this narrow goal and can even challenge it at some points. Howe (1989) stated that History lays the foundation for genuine citizenship returns, in one sense, to the essential uses of the study of the past.

History provides data about the emergence of national institutions, problems, and values—it's the only significant storehouse of such data available (Stearns, 1998). He noted further that History offers evidence also about how nations have interacted with other societies, providing international and comparative perspectives essential for responsible citizenship. Further, studying History helps us understand how recent, current, and prospective changes that affect the lives of citizens are emerging or may emerge and what causes are involved. More importantly, studying History encourages habits of mind that are vital for responsible public behaviour, whether as a national or community leader, an informed voter, a petitioner, or a simple observer.

Dwarko (2007) argued that History is a special type of subject and its utility must be measured in other ways than those applied to Science, Economics, Agriculture, Information Communication Technology, Law or Music. He further listed some of the deeper values or uses of History:

1. history helps us to understand our position in the community or nation to which we belong, what has led up to it, what use it is to us, and what hopes it offers for the future based on the past.
2. history helps us to establish perspective. Here, the teacher and the learner contribute not only to the subject but to the life of every intelligent human being. History liberates the individual from pre-occupations of the moment and teaches us all to place ourselves and our age in relation to other persons and times and to detect in the slow developments of the past the great permanent forces that are steadily bearing nations onwards to improvement or decay.

3. history helps to liberalize the mind, deepen our sympathies, fortify the will, control, not of society, but ourselves, and prepares us to live more humanely in the present and to meet, rather than foretell, the future.

Stearns (1998) listed some skills that a well-trained student of History, schooled to work on past materials and on case studies in social change will exhibit. The list is manageable, but it contains several overlapping categories which include:

1. the ability to assess evidence.
2. the ability to assess conflicting interpretations and
3. experience in assessing past examples of change.

The H. M. Inspectorate (1988) also identified skills which develop in parallel with knowledge in both historical and general educational skills.

These are:

1. analytical skills - examining closely pieces of historical evidence, and identifying key factors or issues in historical events or developments.
2. evaluative skills - weighing up the relative importance of different factors in influencing historical events, and considering the value and significance of pieces of historical evidence.
3. investigative skills - finding the most reliable information within the limits of historical evidence and, more widely, planning and undertaking historical study and
4. communicative skills - presenting views or findings, whether in visual form, orally or in writing, and in ways appropriate to different audiences.

The H.M. Inspectorate (1988) noted that when students achieve these skills, History can help them to:

1. become aware of a wide range of political and social issues and of the values and perspectives of others;
2. consider issues related to cultural diversity and national identity;
3. evaluate the quality and relevance of information they acquire;
4. learn and think independently;
5. present their own views convincingly and with confidence; and
6. appreciate the views and perspectives of others.

H.M. Inspectorate (1988) stressed that History plays a major part in allowing young people to develop knowledge, understanding and skills which helps them to make sense of contemporary society and understand their place within it. In particular, the study of social values and human motivation in historical contexts, and the analysis of situations from the perspectives of individual and collective responsibility, help pupils to develop their own values and gain a broader awareness of the views of others. The time available for the study of History in schools is finite. The H.M. Inspectorate noted further that the role of History at school is therefore to offer pupils, through judicious selection, a framework in which to set the huge amount of historical information that will come to them from other sources throughout their lives. By broadening their minds and exposing them to new information, pupils' perspectives and values will change and develop, as part of the process of becoming informed and responsible citizens.

Historical study, in sum, is crucial to the promotion of that elusive creature, the well-informed citizen. It provides basic factual information

about the background of our political institutions and about the values and problems that affect our social well-being. It also contributes to our capacity to use evidence, assess interpretations, and analyze change and continuities. No one can ever quite deal with the present as the historian deals with the past, we lack the perspective for this feat; but we can move in this direction by applying historical habits of mind, and we will function as better citizens in the process.

When we study History reasonably well, and so acquire some usable habits of mind, as well as some basic data about the forces that affect our own lives, we emerge with relevant skills and an enhanced capacity for informed citizenship, critical thinking, and simple awareness. Studying History can help us develop some literally "salable" skills, but its study must not be pinned down to the narrowest utilitarianism.

Methods of Teaching History

Teaching and learning are two opposite sides of the same coin. A lesson is not taught until it is learned (Farrant, 1980). Learning is a field of study in psychology. It is the process by which changes in behaviour occurs in the learner. The behaviour refers to any response that an organism makes to its environment. Contemporary theories in educational philosophy and, most especially, educational psychology, have been in support of teaching methods that are learner centred. In this light, Kelly (2004) comments that educational process is entirely educational only if students are active within it. Invariably, learning becomes more effective when methods used are learner centred. The nature of the subject History demands that teachers use array of teaching methods to achieve the overarching purpose for which the subject is taught,

that is, the ability to think critically. Such methods will enable students to test, question, explore and challenge the construction of historical knowledge (Mathew, 1966). Lerner states that “a meaningful connection to the past demands, above all, active intellectual engagement (in Germanou, 2007, p.21). According to Davis, it is only through active intellectual engagement with the past that learners are able to build their own understanding and think critically regarding the constructions of others (in Germanou, 2007). Pertaining to the methods of teaching, it is stipulated in the Senior High School History syllabus that the following methods be used: discussion, question and answer, lecture, project method, brainstorming, field trip and debates (GES, 2008 as cited in Cobbold & Adabo, 2010). It is expected that the use of such methods will invariably help learners to put historical events in learners the act of critical thinking.

In practice, however, active engagement of students has not been the hallmark of History education in almost all parts of the world. Adeyinka (1999) states that the teaching of History in secondary school is characterised by the use of inappropriate methods and the lack of instructional materials. In many History classroom, the main teaching methods used is the lecture method, normally accompanied with note-taking and silent reading followed with questions. These activities, Crookall (1975) opines, are bad ways of teaching History.

In a study on methods of teaching high school History conducted by Adejunmobi (1978) in Nigeria, 74% of the 81 History teachers who took part in the study, indicated that they used the lecture method very often. The ‘Question and Answer or Socratic method’, which implies that pupils spend

most of the time in answering questions posed by the teacher, was used often by 37% of the respondents. The 'Group method', which incorporates such other methods as debates, projects and dramatization had only 21% of respondents indicating that they use it. Adeyinka (1990) reacts that it appears that the external examination syllabus in History restricts the History teachers in using such methods as debates, projects and dramatization. This is because in an attempt to cover the syllabus, History teachers in the higher classes of secondary schools who are preparing their students for the external examination, may not find it profitable to ask their students to work in groups very often.

In another research conducted by Adeyinka (1990) in Nigeria on the objectives and methods of teaching History, the findings showed that the lecture method was the most frequently used for teaching History in Senior High Schools of Kwara State. With a sample size of 108 teachers, the lecture method had a mean score of 4.92 out of a maximum possible score of 5, with as many as 99 (91.7%) of the respondents indicating that they used the method always, and 9 (8.3%) indicating that they used it often. The question and answer method had a high mean score of 3.78 which also meant that the method was frequently used just like the discussion method which had a mean score of 3.58. Students' preference for teaching methods appears to support teachers' use of traditional methods of teaching. A study by Qualters (2001) suggests that students do not favour active teaching methods. They assign reasons such as the use of in-class time for other activities; fear of not covering all of the materials in the course; and anxiety about changing from traditional classroom expectations to the active structure, for their preference.

Ragland (2007) conducted a study involving 20 History teachers in America, the results showed that in terms of instruction, what the teachers did in the classroom were not research-supported practices for increasing student engagement in History. More specifically, all the respondents indicated that they used class discussion most often. Another practice used by the majority (70%) of teachers was lectures. The rest include resource person narrative (5%) and historical fiction (5%). However, none of the respondents indicated using field trips for instructional purposes.

In a related study by Germanou (2007) in Cyprus, it was revealed that the lecture and discussion methods of teaching were the most frequently used methods for teaching History in Cyprus secondary education. The study which involved 185 respondents had mean scores of 3.85 and 3.84 for the lecture and discussion methods respectively.

Cobbold and Adabo (2010) conducted a study on the teaching techniques teachers used in teaching History in the Senior High Schools in the Central Region of Ghana. The study consisted of 30 teachers and 570 students. It was indicated that teachers' responses recorded high mean scores of 3.73 each for the discussion and question and answer methods. On the part of the students, these methods had means of 3.72 and 3.63 respectively. They concluded that the question and answer as well as the discussion methods of teaching were the most frequently used methods.

Resources that Improve the Study of History

History offers opportunities for the use of an exceptionally wide range of resources to enliven the teaching of the subject and to make it meaningful to pupils. Such resources must be deployed purposefully. Teaching and learning

in History was at its most effective when varied teaching methods and pupil activities were complemented by the use of a good range of resources (Stearns, 1998). Information about the past is available from a wide and increasing range of sources, including print, audio-visual media, computer software, museums and galleries, buildings, place names, artefacts, oral records, maps, historic sites and the landscape itself (H. M. Inspectorate, 1988).

In many respects History is relatively cheap to resource. Nevertheless, a good curriculum relies on a range of teaching and learning including resources, visits and access to ICT facilities. Increasing use of hardware such as video recorders, microcomputers, slide viewers and listening centres reflects widening methodology (H.M. Inspectorate, 1988). Other resources like overhead projectors, slide projectors, radio-cassette and video-cassette recorders; and adequate software for these resources to give classes experience of a variety of media over a number of teaching weeks improves the teaching and learning of History. The imaginative use of posters, artefacts, maps, photographs and pupils' work also make an interesting learning environment for teaching and learning of History.

The H.M. Inspectorate (1988) examined the effective use of audio visual resources in most History departments in Scotland. The study showed that film strips, videos and audio tapes were commonly used as a basis for class lessons to stimulate pupils' interest and develop their understanding. They concluded that the recent development is increasing emphasis on resource-based learning and the consequent organization of learning and

teaching at particular points in the course to enable the pupils themselves to have access to a wider range of resources and assignments.

Furthermore, the History textbook is seen as the most common aid during History lessons. A study by Woodward and Elliot (1990, p.178) indicated that “textbooks are ubiquitous and widely used in classrooms”. Evidence adduced by the Educational Product Information Exchange (EPIE) Institute (1977) confirmed the extensive use of the textbook as the key instructional resource in History lessons. In the study by the EPIE Institute, it was reported that History textbooks were the basis for 67% of classroom instruction, while an additional 22% of classroom instruction revolved around other materials. The Institute concluded that 89% of instructional time was structured around textbooks (EPIE, 1977).

Another study conducted by the California Department of Education (2003) involving 92% of 1,100 randomly selected California school teachers, it was reported that History teachers depend greatly on the History textbooks to the detriment of the other resources for instruction. History textbooks are, therefore, the primary tools that teachers use to organize their lessons and make content knowledge and skills available to students (Oakes & Saunders, 2002).

Similarly, Cobbold and Adabo (2010) surveyed 30 teachers and 570 students who taught and offered History in Senior High Schools in the Central Region of Ghana on the availability and use of instructional resources for teaching and learning History. The study indicated that with the exception of History syllabus and textbooks which recorded mean values of 2.53 and 2.33 respectively, all the other resources had low mean ranges between 1.13 and

1.87. They observed that textbook indeed dominated History lessons. However, it was found that the textbook which occupied greater part of instructional time was usually read by teachers without in-depth explanation but rather mere dictation of notes for students to copy. The report indicated that instructional resources were either not available at all or they were available but inadequate. The findings further established that visual materials such as maps, charts, atlases and pictures were not available in the schools. Cobbold and Adabo argued that the absence of these materials is a serious setback in the teaching and learning of a subject like History because these are the basic instructional resources that can reduce the abstract nature of the subject, and further make the History classroom lively and interesting.

All these studies show that many History teachers do not have access to the number and quality of instructional resources needed to provide students with the educational opportunities required to meet academic standards. Cobbold and Adabo (2010) argued that such situations are not likely to enhance the teaching and learning of History which by its nature is abstract. According to Jarolimick and Foster (1989), in any learning environment, there must be enough quantity of good quality resources suitable for diverse range of learning. Oakes and Saunders (2002) noted that given the importance of instructional resources, their availability and quality are urgent and required responses. This is because the availability of instructional resources results in the quality of learning activities and increases students' performance (Levin & Lockheed, 1991).

Whatever the reasons, the absence of these resources makes it unlikely that students will have access to knowledge and skills they must master at

each level of high school. Students might also not have adequate opportunities to learn. Cobbold and Adabo (2010) noted that access to textbooks and other instructional materials are linked to academic achievement: they are required for teaching and learning, they are necessary for students if they are to pass high stakes tests and to meet entrance requirements for colleges and universities. It is therefore, unfortunate that these critical educational inputs are not available in the schools.

Parental Involvement and Motivation for Students Studying History

Family has an over-riding role in shaping personality and determining the well-being of a child. It motivates and induces the child to perform activities necessary for meeting social needs. In fact, family stands out as the first educational institution for the child.

The family is a conduit for educational attainment (Teachman, 1998). It is important to consider parents and the role that they play in education for several reasons. First, families are primary sources of academic potential. That is, the family is the first unit to develop and nurture the student's capacity for learning. Second, families set the parameters of community standards within the home environment. Such boundaries affect a student's outlook on the larger social order (Teachman, 1998). Third, parents are influential in creating the context in which events and phenomena are evaluated. In this case, families provide the background for explaining meaning in life and the world (Teachman, 1998).

Researchers have documented the value of family involvement in the academic lives of students (Epstein, 1987; Middleton & Loughhead, 1993; Smith & Hausfaus, 1998; Taylor, Hinton, & Wilson, 1995). From early

childhood educational experiences to the arena of higher education, various studies suggest that family relationships have profound effects on student learning (Lafreniere, Ledgerwood, & Docherty, 1997; Reisberg, 1999; Sanders, 1998; Wycoff, 1996). Some scholars have examined ways family members provide academic support to students (Davis, 1977). For example, Middleton and Loughead (1993) reported that parents may be involved in the academic lives of students at three levels: positive involvement, non-involvement, and negative involvement.

Positive involvement suggests that parents are actively engaged in the student's development and take into account the student's individual interests and goals. Parents in this category might ask their college students if they have given any thought about what they would like to be doing professionally in 10 years. Parents who are positively involved in the lives of their students ask effective questions and further augment the student's developmental process (Middleton & Loughead, 1993).

The second level of support relates to parents who are characterized as non-involved. In this case, parents are described as indifferent and take a hands-off approach to their students' academic goals. Students of non-involved parents may report that parents have no concern for their future or may not realize that the student seeks support from the parent (Middleton & Loughead, 1993).

On the other hand, however, parents may be negatively involved in students' lives. In this situation, parents actively participate in the student's academic development, but do so based upon the aspirations and desires of the parent, not the student. For instance, some students report that parents only

support them financially if they enroll in a certain degree programme that satisfies the wishes of the parent. Under these circumstances, college students' goals and directions are controlled by the parent (Middleton & Loughhead, 1993).

Parental and student relationships have also been studied by examining academic and career choices among high school students (Davis, 1977). In one study, 3,700 high school seniors in two school districts in California were surveyed. One school district was characterized as affluent because of the educational attainment and professional occupations among heads of households. The other school district was comprised of primarily white-collar, working class families.

Regardless of family background, students are inclined to honour their parents' preferences for plans after high school. For example, 70% of the students who planned to attend a particular college reported that their decision was greatly influenced by their parents. Moreover, 80% of those students who made plans to work full-time decided to do so base upon parents' preferences (Davis, 1977).

Further, students who reported that parents were indifferent to their plans beyond school were about 20% less likely to have any plans for postsecondary education or employment. Thus, when parents have high educational expectations for their sons and daughters, the children are likely to plan to enroll in some type of postsecondary education (Davis, 1977).

In other literature related to parental support and involvement in the academic lives of students, Smith and Hausfaus (1998) investigated the dynamics of family and academic achievement among ethnic minority

students. These researchers studied how family support affects performance in mathematics and science among seventh graders. They found that parents are supportive of students' academic endeavours, but may not be actively involved in the day-to-day academic activities of the student. The results also revealed that parental involvement is linked to students' academic performance and well being (Smith & Hausfaus, 1998).

The family's involvement in children's education takes variety of forms, including involvement in the home (e.g., help with homework), involvement in the school (e.g., attending school functions), parent-teacher communication, and parent-to-parent communication. Reviews of family involvement research indicate that, on average, children whose families are more involved display higher levels of achievement than children whose families are less involved (Jeynes, 2005). In a Meta analysis research conducted by Jeynes (2005) on how parental involvement in a child's life affected his achievement, two major patterns that emerged from the findings were parental involvement that required a large investment of time, such as reading and communicating with one's child, and parental expectations.

Parental involvement in children's education has been shown to be an important variable that positively influences pupil's education. More and more schools are observing the importance and are encouraging families to become more involved (Epstein, 2001). Epstein discussed how children learn and grow through three overlapping spheres of influence which are the family, school, and community. These three spheres he said must form partnerships to best meet the needs of the child.

Goodwin and King (2002) proved that strong parental involvement in children's education and school environment was essential to their success. Parental involvement is an essential ingredient in the child's educational processes and outcomes. Parental involvement was defined as a "Parents' role in educating their children at home and in school" (Deslandes & Bertrand, 2005, p.164). According to Davis and Karr-Kidwell (2003) when parents are involved, children receive the message that education is important.

Thorndike (1999) also conducted a research in many different countries and found out that higher reading achievement was linked to people who had parents of higher socio-economic status, both within the countries the research took place and across borders.

Indeed the above mentioned researches do not exist in isolation. Opare (1981) compared academic performance of day and boarding students in a research conducted in Ghana. His study found that most of those who performed well came from homes of higher socio-economic factors and this counted in the academic performance of pupils.

The matching theory asserted that parents with high education had the tendency of having a positive attitude towards education than parents with lower education. It was realized that parents in the middle class were more aware of the need to get educated and its related benefits. These parents did instill this knowledge in their school-going wards and this, according to Opare (1981) may be the cause of their high achievements. Children drew inspiration from their parents and most parents were role models for their wards hence in the cause of instilling knowledge, pressure was exerted on the child to perform, through monitoring. The monitoring done by parents went a long

way to serve as a source of motivation for their wards that may explain why you may have a doctor having a parent who was a doctor or was in a related profession.

To prepare students for college, a solid academic education is needed. A high school student's selection of a realistic career and the appropriate preparation for that career is of major concern to a student's parents (Herbert, 1996). If the career selection involves completing college, parents know that a broad academic high school education is needed.

One aspect of selecting a realistic career involves advance planning. Parents who envision their child attending college need to prepare early. Planning should start as early as grade seven or eight. Parents need to become aware of the course offerings at the student's high school as well as the admission requirements of post secondary institutions (Consumer Information Center, 1996).

One role is helping them decide which classes to take. Taking the appropriate courses or participating in assessments does not guarantee admission into college or credited college courses (Hamilton, 1992). Course titles alone cannot predict what learning occurs in classes. The standards in the high school class should challenge the student (Mathews, 1966). By communicating with school personnel, parents learn what courses are required for college admission and what type of elective courses will enhance their student's academic preparation (Consumer Information Center, 1996).

Parents should make sure that the materials taught in high school courses reflect high academic standards and high expectations for what the student should know and be able to do. Parents need to ask school personnel if

their student is learning and what students should know by the end of each grade.

Efforts to increase high school students' academic performance and achievement have also been linked to family involvement. Assisting students with school work assignments, providing emotional support and general parental involvement in the student's high school activities have attributed to school success (Valery, O'Connor, & Jennings, 1997).

Peer socialization is another factor associated with academic motivation among adolescents. Schickedanz (1995) found that peers are an important source of support, companionship, and social development for adolescents. Peer interactions help build positive school experiences. Therefore, parents who are aware of the relationships their child maintains and encourage those that result in a positive school experience are likely to encourage positive peer relationships.

While older adolescents appear to spend less time than younger students with their families, research suggests parents are a preferred source of support. Adolescents usually do not openly invite parental support; however, there is strong support for the notion that the student's self-perception is associated with how members of the family are perceived to interact with one another (Necessary & Parish, 1996). These findings suggest that family members need to be attentive to the messages that adolescents convey through their actions as well as their attitudes, and strive to be as positive as possible if they truly wish to benefit the student.

Parents provide varying types of support for their adolescent students. Emotional and tangible support reinforces students' confidence in their

academic performances. Positive interaction between parents and students results in positive relationships that influence how well students perform at school (Valery, et al. 1997).

Siegle (2009) postulated that it's important for parents to share their positive work experiences as well as how they persist in spite of the inevitable negative aspects of the work world. He stated further that students must expect to succeed and know that those around them will support their work. They must learn to trust that their efforts, even if momentarily thwarted, will pay off in the end. To help children gain this trust, Siegle noted that parents can do the following:

1. create opportunities for their children to interact with role models. Students' expectations are based on the experiences of their parents and role models.
2. discuss cause-and-effect relationships with their children. In particular, parents can counsel children faced with difficult situations on how to change the environment to fit their needs, how to achieve success by adjusting to the existing environment, or when to let go of a fruitless idea or hopeless situation.

Many of the benefits of parental involvement in schools relate directly to the children of the parents. According to the North Central Regional Educational Laboratory, when parents are involved in schools, children have higher test scores and better attendance. Children also tend to have better attitudes about school and better comprehension of their homework when parents are involved in the schools. This may be related to the fact that

parental involvement takes some pressure off teachers, who are sometimes overwhelmed with work.

Whether parents are involved in classrooms or indirectly with the school in fundraisers or other activities, the school and school district also benefit. Schools generally have higher student achievement, which makes them look better for funding purposes. They also tend to have higher ratings by the parents when parents are involved. The North Central Regional Education Laboratory also states that schools with parental involvement have better reputations in the areas.

Finally, when parents are involved in their children's schools, the teachers receive greater respect as parents realize how difficult the job is, according to the website Education.com. Teachers also have better communication with the parents about their children and a better understanding of all the different ethnic and cultural backgrounds that make up her classroom.

In sum, research has shown that parents do want to get along with their children's education knowing fully well that such involvement could promote better achievement. However, parents need a better little direction as to how they can effectively do this. According to a magazine reports (2002), six types of programmes could be utilized by schools to build strong parental skills .These are: one, school can assist families with parenting and child-rearing skills; two, schools can communicate with families about school programmes and students progress and needs; three, school can work to improve families as volunteers in school activities; four, schools can encourage families to be involved in learning activities at home; five, schools can include parents as

participants in important schools decisions, and six, schools can coordinate with business and agencies to provide resources and services for families, student, and the community. The importance of these programmes further attest to the fact that student's academic performance is dependent upon the parent-school bond. Thus the importance of parental involvement on academic performance cannot be overemphasized. The stronger the relationship, especially between the parents and their wards' education, the higher the academic achievement. Adeyemo (2005) saw reason in this by stressing that there is need to foster home school partnership

Job Prospects for History Students

The study of History develops precisely those skills of evaluation and analysis that will provide a firm foundation for any professional career. The work of the historian is to present analyses and conclusions based on evidence gathered and evaluated on the basis of established principles. There are many options available to students who graduate with an undergraduate major in History. Whether in the public or private sector, historians can use their liberal arts training in a variety of situations and careers. Dwarko (2007) argued that a graduate in History can easily be employed in a variety of job situations. He cited some examples as teaching (in both public and private institutions), historical associations and societies, historical agencies such as archives, libraries and museums, cultural resource management, preservation and restoration of historic buildings, local government, civil service, foreign service, the military, officers of law firms where they work largely as research officers, non-governmental organizations.

According to Howe (1989) many of the skills historians develop while in school benefit them in the workplace. Research skills are just one example. Researchers need to formulate questions, create methods to find the correct answers and apply the findings to contemporary society. These skills are essential to the history profession, but also serve other careers in the public and private sectors. She mentioned some of the careers as:

1. historians as educators: many History majors go on to become educators, focusing on the communication of their ideas. Educators include teachers in Elementary and Secondary education. They also include Higher Education on many levels, including teaching at community and junior Colleges, undergraduate colleges, and universities.
2. historians as researchers: many History majors go on to careers as researchers, emphasizing their skills in evaluating and analyzing documentary evidence. Historians as researchers include public historians as well as policy advisors, who serve as planners, evaluators, and policy analysts, often for state, local, and federal governments. In addition, historians often find employment as researchers for museums and historical organizations, or pursue additional specialized training to become professionals in cultural resources management and historic preservation.
3. historians as writers and editors: because success as a History major depends upon learning to write effectively, many historians become writers and editors. They make their living as authors of historical books, or more commonly, they work as editors at a publishing house.

Many historians become print and broadcast journalists, and others become documentary editors who oversee the publication of documents such as those produced by government agencies.

4. historians as information managers: because History majors must learn to deal with documents, many pursue a one- or two-year graduate program in library studies or archival management and enter careers as information managers. With this additional training, they enter the fields of archives management, information management, records management, and librarianship.
5. historians as advocates: many History majors find that historical training makes a perfect preparation for Law School, as historians and lawyers often do roughly the same thing--they argue persuasively using historical data to support their arguments. Many History majors become lawyers; others undertake careers in litigation support as paralegals. Others enter public service and become policymakers, serve as legislative staff at all levels of government, and become officers of granting agencies and foundations.
6. historians as businesspeople: many History majors enter banking, insurance, and stock analysis. Historians also learn how to write persuasively, and this training gives them an edge in advertising, communications media, and marketing. Finally, many industries depend on an intimate knowledge of government policies and historical trends; thus, History majors have found their skills useful in extractive industries and in public utilities.

Cobbold and Adabo (2010) argued that in the current job market where emphasis is placed on workplace or on-the-job training, all employees, irrespective of the disciplines they pursued in school, are given some induction and training. This occupational socialization even widens the job market for the History graduate, making him/her fit and work effectively in any establishment.

The Challenges Encounter in the Study of History

History is a literary subject. Understanding and interpretation of the written word, and the capacity to communicate in written form with coherence, relevance and respect for the conventions of language, are of paramount importance (H.M. Inspectorate, 1988). History is generally taught in standard subject classrooms; lack of adequate storage, power points and display areas are recurrent constraints. H. M. Inspectorate (1988) conducted a study at Keele University and it showed that only one quarter of 13 and 14 year olds have access to a History textbook for homework and 40% have to share in class. The inevitable consequence is photocopied materials. They noted that the way in which the past is presented to young people has a powerful effect on their views and general outlook on the world, and on the values they develop. Stearns (1993) argued that the presentation of the subject, therefore, has to combine in an interesting way the transmission of knowledge with understanding of what gives that knowledge significance; and with the parallel development of skills which allow young people to use and interpret knowledge and ideas with increasing confidence and independence.

Some people claim that History teaching and learning is nothing but memorization of names and dates which therefore makes History as “useless”

and a boring subject. A 1968 Schools Council survey in UK revealed that only 29% of pupils thought that History was useful and only 40% found it interesting. A similar study in 1983 found that 53% of pupils thought that the subject was useful, and 61% found it interesting (Aldrich, 1987). More recently, Adey and Biddulph (2001) surveyed a sample of over 1,400 Year 9 pupils in UK and found that 68% of them said that 'overall', they had enjoyed the subject at Key Stage 3, but only 42 % of the pupils surveyed thought it would be useful. A particular concern was that 'only a handful' of the 1,400 pupils could give cogent reasons for studying the subject: 'Their understanding of the relative "usefulness" of History and Geography to their future is limited to direct and naive reference to forms of employment. Their understanding of the wider contribution each can make to their future lives is disappointingly uninformed' (Adey and Biddulph, 2001: 439).

In required History survey courses, there is a difficult balance between the need for content and the need for the development of critical thinking, writing, and historical research skills. The questions raised by these issues are often a focal point for discussions among those who teach survey courses, no matter at what level. Some suggested solutions have encouraged different thinking about teaching and learning, resulting in an examination of an integrated curriculum model. In his book on this subject, *Meaning over Memory: Recasting the Teaching of Culture and History*, Stearns (1993) suggested that taking a new look at the content of History, asking students to assess it for its ability to promote understanding in lieu of the traditional emphasis placed on "data points" and coverage.

Steeves (n.d) noted that when undergraduates and High School students enter a History class, they often have little background in History and no background in its methodology. It is in the survey course that students often begin to develop or solidify their ideas about a college major, and also in the survey course where History departments seek talented students to select the History major.

H.M. Inspectorate (1988) stressed that many History departments face major challenges in selecting and structuring the information to be presented to pupils; and, crucially, in determining whether such information has been assimilated, understood and set in context until it becomes meaningful. They also noted that the processes are complex. The regurgitation of historical facts without any understanding of their significance is an exercise. On the other hand, pupils can only demonstrate their understanding of History by referring to and making sense of factual information.

Dwarko (2007) examined why History is an ailing subject and the need for its revival in the 21st century in Ghana. He identified that parents, students and the general public have a wrong attitude to History by thinking that it cannot offer any opportunities for employment as the practical, job-oriented subjects or disciplines. He also identified that its methodology is sometimes regarded as a cause for the lack of interest in its study. Dwarko (2007) noted that one cause which must not lose sight to the decline of interest in History as a subject at the Senior High School level is the unsympathetic attitude of our policy-makers and educational planners as seen in educational reforms. He suggested strategies to revive interest in History which included: teachers of History at the Senior High Schools should stimulate students interest in the

subject through field trips or excursions to historical sites; they should also encourage the formation of local historical societies to document, and write biographies of local celebrities, and histories of ethnic groups; the History Departments of the public universities should develop documentaries and other historical talks to be aired on both private and public Radio and TV stations.

According to Cobbold and Adabo (2010), one factor often cited as a cause for the lack of interest in the study of History in Ghanaian schools is the nature of the curriculum. They argued that the content of the curriculum, that is, the topics selected for study are not seen as attractive when measured against modern demands. In the universities there is still a greater emphasis on foreign rather African and Ghanaian History. Yet, educational authorities in Ghana are aware of the pressing need to relate the curricula at all levels of education, to the national life and culture and the man-power needs.

Furthermore, lack of teaching and learning resources has been another challenge in the study of History. A recent study by Cobbold and Adabo (2010) on the assessment of resources and methods for teaching and learning History in Senior High Schools in the Central Region of Ghana found the lack and inadequate use of instructional resources as a critical problem. They argued that teachers mostly use inappropriate methods such as lecture and reading round the class to transmit information without engaging the students in critical analysis of historical facts. “These pedagogical practices limit students’ participation in class and their understanding of what is taught, making History a boring and abstract subject and therefore, uninteresting for students” (Cobbold & Adabo, 2010, p. 94).

Summary

The literature has shown that the concept of History has attracted diverse interpretation. Due to this, there is no universally agreed definition of History. It has been defined differently by different authors. The modern concept of History is more scientific and comprehensive. It is believed that ideas are the basis of all actions and are behind every occurrence and are, therefore, important. It is the ideas that have determined the actions of man through the ages. History deals with these forces behind the actions and presents a three-dimensional picture of the human past (Kochhar, 2005).

The analysis of the views of the researches reveals that History deals with knowledge only when it is associated with man's endeavours and achievements. It lays emphasis as an evolution, growth and development of human civilization through the ages.

The purpose of historical inquiry is not simply to present facts but to search for an interpretation of the past and find meaning through the rigorous study of documents and artifacts left by people of other times and other places. The literature attempted to highlight the aims and objectives of teaching and learning History and elaborated that on the need for teachers to be precise and definite on the objectives. But the rationale for school History has not percolated meaningfully into the consciousness of many of those for whom the curriculum was designed, or been explained effectively to all learners of History (Haydn & Harris, 2010).

From the literature review, there are many ways in discussing the real functions of the subject, as there are many different historical talents and many different paths to historical meaning. Stearns (1998) posits that all definitions

of History's utility, however, rely on two fundamental facts. History provides numerous skills that a well-trained student of History will exhibit. But its study must not be pinned down to the narrowest utilitarianism.

It is important that History teachers use array of teaching methods to achieve the overarching purpose for which the subject is taught. This should be accompanied with the use of a good range of resources. These can reduce the abstract nature of the subject, and further make History lively and interesting.

The involvement of family or parents in their wards education has been shown to be of a greater benefit to the student, the school and the parents themselves. Parental support is also linked to students' academic performance and well being. This takes various forms in the home, the school and in the community. It has been shown that more and more schools are observing the importance and are encouraging families to become more involved in their wards education.

Numerous studies have shown that the graduates of History can easily be employed in a variety of job situations. But for many people, the only job destination of the History graduate is the classroom. Such people's understanding of the wider contribution of History to their future lives is disappointingly uninformed. It appears to be a waning of students' interest in the subject. The literature has identified some of the causes which include: inadequacy and unavailability of instructional materials for teaching History; the pedagogical practices used in teaching History; the nature of the curriculum; and the wrong perception of the general public towards the study of History.

From the literature, no study was identified as to the major reasons why students' prefer to offer Government, Economics and Geography to the study of History. This was limited to the challenges students face in the study of History. This study will fill this gap and address further reasons for the declining popularity of History as a subject.

CHAPTER THREE

METHODOLOGY

This chapter highlights the methods and techniques to be used in the collection of data for the research. The rationale is to provide an approach that will help the researcher study the declining popularity of History as a subject in Senior High Schools. This comprises research design, description of the population, the sample and sampling techniques, research instrument, pilot-testing of instrument, data collection procedures and data analysis plan.

Research Design

Research design served as a plan which stated how data relating to a given problem should be collected and analysed. It provided a systematic outline for the conduct of the investigation (Amedahe, 2002). The research design that was used was the descriptive survey. Fraenkel and Wallen (2000) described the descriptive survey as “a research that attempts to describe existing situation without actually analyzing relationships among variables” (p. 70). Descriptive survey is designed to obtain information concerning the current situation. Descombe (2003) observed that the notion of a survey suggests that the researcher intends to get information “straight from the horses’ own mouth”. He maintained that surveys are associated with large scale research covering many people.

The descriptive survey is therefore employed to help produce a good amount of responses from a wide range of people since it is associated with large-scale research, covering many people or events. This will enable the researcher to collect enough data to determine the nature of the group studied as it existed at the time of the study. The strategy also allows the use of questionnaires to help collect large volumes of data that will be analyzed statistically. It will enable the researcher to observe, describe and document certain occurrences that exist. Fink (2005) therefore intimated that the descriptive survey seeks to describe, observe and document aspects of a situation as it naturally occurs rather than explaining it. McMillan (1996) agreed by stating that the use of the descriptive design “is a report of the way things are, what is or what has been” (p.198). The wide and suitable coverage will give credibility to generalized statements made on the basis of the research.

In using the descriptive research design, the researcher used the quantitative means of collecting data. In the researcher’s view the quantitative means of collecting data allowed meaningful generalization with respect to the numerical relationships which existed in the data, and which reflected the attributes of the entire population. According to Sarantakos (1988) one of the most important attributes of a quantitative technique was that, the sample reflected the larger population, and hence conclusions drawn reflected the general attributes of the entire population. The quantitative technique described the numerical relationships which existed in the data, while the qualitative techniques give the data of people’s experiences as well as opinions. The researcher also used a neutrality approach to investigate

people's beliefs and opinions in order to avoid personal biases (Amankwa, 2002). In using the neutrality approach, the researcher avoided taking a stand, and used only the data collected to make generalizations.

The design allow for generalization of research findings about the population studied. In this regard, Oppenheim (1973) contended that, "the purpose of the descriptive survey is to count; when it cannot count everyone, it counts a representative sample and then makes inferences about the population as a whole" (p. 8). Similarly, Best and Khan (1993) postulated that descriptive statistical analysis limits generalization to the particular group of individuals observed and that no conclusions are extended beyond this group. Further, the researcher employed descriptive statistical tools such as percentages, frequencies, mean and the standard deviation in the analysis of data collected. McMillan (1996) agreed that descriptive study simply describes and provides an understanding of a phenomenon usually with simple descriptive statistics and it is particularly valuable when an area is first investigated.

However, Fraenkel and Wallen (2000) indicated that the descriptive research design have some weaknesses. These include the difficulty of ensuring that questions to be reacted to during interviews, especially, are explicit. Also, data gathered could produce untrustworthy result because they may delve into private and emotional matters in which respondents might not be completely truthful. They also pointed out that retrieving a sufficient number of questionnaires administered for meaningful analysis to be made is a problem of the descriptive survey design.

In order to mitigate the effects of the weaknesses associated with the use of descriptive survey on the study, the questionnaire was pilot-tested. This offered the researcher the opportunity to reframe and sharpen ambiguous items. Further, respondents were assured of their anonymity and the confidentiality of responses provided to enable them to respond candidly and dispassionately. Also, in some instances after administering the instrument, the researcher waited for respondents to fill in their responses and collected them. As a result, the descriptive survey research design was considered most appropriate for finding the declining popularity of History as a subject in the Senior High Schools in the Central Region, Ghana.

Population

All students in the Senior High School in the Central Region constituted the target population. This was the group of interest to the researcher, the group to whom the researcher would like to generalize the results of the study (Creswell, 2003). Since this group was rarely available, the accessible population comprised all students in S.H.S.3 who studied History as an elective subject in selected Senior High Schools from the four categories/groupings of schools in the Central Region, Ghana.

The study was basically about the declining popularity of History as a subject and the population should definitely involve the students. The involvement of S.H.S.3 students for the study was due to the fact that at that level they might have had the experience in assessing the subject in their respective schools.

In all, there were 45 Senior High Schools offering General Arts as one of their courses in their schools and have been placed into 4 groupings or

categories. However, 20 schools which study History as one of their subjects were used. There were a total of 1105 students offering History in these 20 schools.

Sample and Sampling Techniques

Sampling enabled a researcher study a relatively small number of units in place of the target population, as well as obtaining data that are representative of the target population (Sarantakos, 1988). In order to undertake the research, 20 out of the 45 schools were used, which represented 44% of the total population. This was seen as a fair representation of the population, as supported by Nwana (1996) that when the population exceeded a few thousands, then the researcher could use 20% and above of the population as the sample population. Also, not all the schools offering General Arts had History as an elective subject. So the researcher focused on only the schools offering History as an elective subject. The breakdown involved 5 schools from each category or grouping of the schools. The schools were selected based on their classification level as category A, B, C and D school.

The school was the unit of sampling for the study. A total number of 285 students were selected from all the selected Senior High Schools in the 4 categories in the region. This was based on Sarantakos (1988) suggestion that if a given population is 1100 then the sample size to be selected should be 285. These respondents were selected to answer the questionnaire. This was because they were considered to possess the needed information for the study.

Multi-stage sampling procedure was followed. This consisted of stratified random sampling, purposive sampling, proportionate sampling and

the lottery method of the simple random method. According to Kulbri (2003), stratified sampling introduced a secondary element of control as a means of increasing precision and representativeness.

The schools have been stratified into 4 categories depending on available facilities in the school within the region. Not all the schools pursue History as an elective subject. Because of this, the researcher purposively sampled 5 of the schools offering History as an elective subject from each category. In purposive sampling, the researchers purposely choose subjects who, in their opinion, are thought to be relevant to the research topic. In this case, the judgement of the investigator is more important than obtaining a probability sample (Sarantakos, 1988). The breakdown of schools selected for the study is presented in Table 2.

Table 2

Breakdown of Selected Schools

Serial Number	School Code	School Category	Name of Selected School
1	001	A	St. Augustine's College
2	002	A	Holy Child S.H.S
3	003	A	Mfantsipim School
4	004	A	Wesley Girls High School
5	005	A	Edinaman S.H.S
6	006	B	Ghana National College
7	007	B	Aggrey Mem. Zion S.H.S.
8	008	B	Apam S.H.S

Table 2 Continued

Serial Number	School Code	School Category	Name of Selected School
9	009	B	Winneba S.H.S.
10	010	B	University Practice S.H.S.
11	011	C	Academy of Christ the King
12	012	C	Effutu S.H.S.
13	013	C	Methodist High School
14	014	C	Assin Manso S.H.S.
15	015	C	Nsaba Presby. S.H.S.
16	016	D	Eguafo-Abrem S.H.S.
17	017	D	Nyankumase Ahenkro S.H.S.
18	018	D	Enyan Denkyira S.H.S
19	019	D	Jukwa S.H.S
20	020	D	Adankwaman S.H.S/Com

Source: WAEC CSSPS, 2010

The schools did not have the same number of students. Some had more students than the others. The proportional sampling method was used to select the number of students that represented each school. In order to obtain the proportion of students for each school, the total number of students in each selected school was divided by the total number of students offering History in the 20 schools (1105) and multiplied by the sample size of students to be selected (285). St. Augustine's College for example had 39 students offering History, divided by 1105 total number of students from the 20

schools and multiplied by 285 students sampled. This gave 10 students to be selected for this school (Cohen & Manion, 1995).

After the total number of sampled students for each school was calculated, the researcher proceeded with the selection of the students from each school. The lottery method was used for the selection. The lottery method was selected due to the fact that it afforded all members of the sample an equal chance of being selected.

Table 3

Breakdown of Students Selected from Each School

School Code	School Category	School Name	Total Number of History Students	Total Number of Students Selected
001	A	St. Augustine's College	39	10
002	A	Holy Child S.H.S	22	6
003	A	Mfantsipim School	105	27
004	A	Wesley Girls High School	28	7
005	A	Edinaman S.H.S	30	8
006	B	Ghana National College	65	17
007	B	Aggrey Mem. Zion S.H.S.	24	6
008	B	Apam S.H.S	53	13
008	B	Winneba S.H.S.	82	21
010	B	University Practice S.H.S.	24	6
011	C	Academy of Christ the King	89	23
012	C	Effutu S.H.S.	53	14

Table 3 Continued

School Code	School Category	School Name	Total Number of History Students	Total Number of Students Selected
013	C	Methodist High School	50	13
014	C	Assin Manso S.H.S.	159	41
015	C	Nsaba Presby. S.H.S.	45	12
016	D	Eguafo-Abrem S.H.S.	50	13
017	D	Nyankumase Ahenkro S.H.S.	30	8
018	D	Enyan Denkyira S.H.S	25	6
019	D	Jukwa	106	27
020	D	Adankwaman S.H.S/Com	26	7
Total		20	1105	285

Source: Field Survey, 2011.

Research Instrument

The instrument used for the study was a set of questionnaire for the selected students. Kerlinger (1973) observed that the questionnaire is widely used for collecting data in educational research because it is very effective for securing factual information about practices and conditions of which the respondents are presumed to have knowledge. After intensive review of literature, the questionnaire was designed based on the salient points in the literature review and the research questions formulated.

The questionnaire was administered to students because they could read, understand and respond to the items accordingly. Similar items were provided for all the students involved in the study to ascertain their opinion on each. The questionnaire was divided into six sections.

Section A consisted of 2 items that sought the demographic data of respondents. The section was deemed necessary because independent variables like sex and age range can cause variations in determining the declining popularity of History as a subject in schools. The section consisted of a number of alternatives from which respondents were to select the applicable ones.

Section B comprised 10 items structured to find out the factors that influence students' choice of History as a subject. Section C consisted of 8 items structured to find out ways by which parents/guardians motivate their wards to study History. Section D had 7 items that sought the job prospects of History students while section E consisted of 10 items structured to find out the challenges students encounter in the study of History. Section F had 6 items that sought the reasons why students prefer Economics, Geography and Government to the study of History as a subject.

All the items in section B through to section F of the present study were a simple descriptive statements. The basic structure of the questionnaire was based on the Likert scale format, which was seen as the most simple but equally efficient approach for studies in social research (Oppenheim, 1973). Respondents indicated the extent to which each statement best described their response on the occurrence of each of them on a 5-point Likert-type scale

from strongly agree to strongly disagree. The respective weights for the responses were as follows:

- 5 Indicates 'strongly agree'
- 4 Indicates 'agree'
- 3 Indicates 'undecided'
- 2 Indicates 'disagree'
- 1 Indicates 'strongly disagree'

Pilot-Testing of Questionnaire

In order to check for the appropriateness of the data collection instrument and data procedures, a minor preliminary study was conducted before the main study. According to Fraenkel and Wallen (2000) pilot-testing of the questionnaire could reveal ambiguities, poorly worded questions that are not understood and could also indicate whether the instruments to the respondents are clear. Questionnaire was administered and collected within one week for appraisal. Questions which were found to be ambiguous and those not suitable to the local conditions were reconstructed. Other items which were found to elicit similar responses were either eliminated or restructured. The relevant corrections were made before the final administration.

The research instrument was pilot-tested in five Senior High Schools within the Western Region. The selected region had comparable characteristics as the research area. The schools were selected from the four main categories or groupings within the region. Six History students each from the selected schools responded to the questionnaire.

Furthermore, the instrument was shown to my Supervisors in the Department of Arts and Social Sciences Education (DASSE) for their expert advice in order to establish content validity.

To establish the reliability of the instrument, the Cronbach's alpha, a measure of internal consistency was used. This was deemed appropriate since the items in the questionnaire were multiple scored on a Likert-type scale. Its application was endorsed by Ary, Jacobs and Razavieh's (1985) view that "Cronbach alpha is used when measures have multiple scored items such as attitudinal scores" (p.235). The value for the alpha was determined using the SPSS (version 16) programme. The reliability for the instrument was 0.75. Fraenkel and Wallen (2000) indicated that an alpha of .70 and above was satisfactory for using that instrument.

Data Collection Procedures

Before going to the field to collect data, the researcher took an introductory letter from the Department of Arts and Social Science Education (DASSE), University of Cape Coast. On arrival in each of the schools, I first introduced myself to the headmaster/headmistress and then handed over to him/her a copy of the introductory letter obtained from the Department. This was followed by a brief explanation about the purpose of the visit. Each head of school was briefed on the objective of the study.

After the introduction of the researcher to the class, the selected respondents were assembled and the purpose of the study was explained to them. They were assured of confidentiality and anonymity. The importance of candid responses was also emphasized.

Immediately after the briefing, the researcher personally distributed the questionnaires to the respondents. They were given some few days to fill them since most of them were not ready to do it on the spot. In order to ensure a high return rate of the answered questionnaires, follow-up visits were made to the schools to collect questionnaires from those who were unable to respond during the first visit.

Data Analysis Procedures

Osuala (1993) described data analysis as the ordering and breaking down of data into constituent parts and performing of statistical calculations with the raw data to provide answers to the research questions which initiate the research. The first step of data analysis in this study was to serially number filled in copies of the questionnaires after which they were edited. The edited responses were then coded and scored.

The unit of analysis in this study was the school and not the individual. This was because the data gathered from respondents in each school represents the school's data. The Statistical Package for Service Solution (version 16.0) was used to analyze all items in the instrument.

Several statistical procedures were used in the analysis of the data. These statistics provided a holistic picture of the sample. The frequency, percent, mean, and standard deviation were calculated for the majority of the data. Frequency indicated the number involved in a particular measurement, while percent showed this number relative to the total involved.

This information provided a more in-depth understanding of the sample, as percentages can sometimes be misleading if the number of individuals included in the calculation are not provided. The mean is

important because it is a measure of central tendency and is considered to be stable for the scores in a group. The standard deviation measured the extent to which the scores in a distribution deviated from their mean. Combined, mean and standard deviation provided a good description of how the individuals within the sample scored for a particular measure.

The sample was analyzed by frequency, percent, mean, and standard deviation according to the pre-established categories within sex and age range of respondents. These statistics provided a detailed data about the sample and was used to determine whether the demographic category of the students influenced their responses.

According to Ary, Jacobs and Razavieh (1985), descriptive surveys do not typically require complex statistical analysis. Therefore, research questions 1 to 5 were answered using frequencies, percentages, means and the standard deviation. Mean ratings were created for each table to provide ranges for the means.

CHAPTER FOUR

RESULTS AND DISCUSSION

This chapter provides the analysis of the field data. The focus of the study was to find out the declining popularity of History as a subject in the Senior High Schools in the Central Region. The analyses were done using frequencies, percentages, mean and the standard deviation. Data were collected using a 5-point Likert-scale format. Respondents responded to statements that best described their preference.

In discussing the results of this study, the researcher adopted the practice of following the research questions systematically after the respondents' demographic data, with the sequence of the research questions forming the order of the discussions. Thus, this chapter was categorized into 6 main sections in accordance with the research questions as well as the information sought from respondents. They are:

1. Demographic data of respondents
2. Factors that influence students' choice of History as a subject
3. Ways by which parents/guardians motivate their wards to study History
4. Job prospects of History students
5. Reasons why students prefer Economics, Geography and Government to the study of History
6. Challenges students encounter in the study of History

Demographic Data of Respondents

Demographic information was obtained from the sample group in terms of sex and age range. Frequencies and simple percentages have been used in representing the demographic data of respondents. The statistics of respondents in respect of sex is presented in Table 4.

Table 4

Sex of Respondents

Sex	Freq.	%
Male	114	40
Female	171	60
Total	285	100

Source: Field Survey, 2011.

Results from Table 4 shows that majority 171 (60%) of the respondents were females while 114 (40%) were males. This indicated that majority of the respondents view in this study were from females. The respondents' age range was also examined under the demographic data. This is presented in Table 5.

Table 5

Age Range of Respondents

Age Range	Freq.	%
16-17	73	25.6
18-19	198	69.5
20 and above	14	4.9
Total	285	100

Source: Field Survey, 2011.

Results from Table 5 revealed that the modal age range of respondents was between 18-19 and this constituted 69.5%. While 73 (25.6%) of the respondents were between the age range of 16-17. It was therefore, assumed that the respondents would give quite a good assessment of the declining popularity of History as a subject in their respective schools.

Factors that Influence Students' Choice of History as a Subject

History as a subject plays an important role in the development of a society and the students' themselves. There are various reasons for a choice of a particular subject and History in the curriculum has specific aims and objectives that students will acquire for studying it.

In order to find out the declining popularity of the study of History as a subject, the study sought to find out from students why they opted for History. Hence, research question one was posed thus: What are the factors that influence students' choice of History as a subject?

Data were collected by a means of a 5-point Likert-scale format. The frequency, percentages, mean and standard deviation were used for the analysis. Table 6 illustrates the information concerning the findings.

Table 6

Factors That Influence Students Choice of History as a Subject

Statement	Strongly	Agree	Undecided	Disagree	Strongly
	Agree				Disagree
	Freq.(%)				Freq.(%)
1. History broadens the intellect of students.	167 (58.6)	106 (37.2)	3 (1.1)	8 (2.8)	1 (0.4)
2. History teaches moral lessons.	103 (36.1)	139 (48.8)	21 (7.4)	20 (7.0)	2 (7.7)
3. History gives training to handle controversial issues.	95 (33.3)	126 (44.2)	38 (13.3)	25 (8.8)	1 (0.4)
4. History helps resolve contemporary social and individual problems.	86 (30.2)	129 (45.3)	36 (12.6)	27 (9.5)	7 (2.5)
5. History provides data.	125 (43.9)	114 (40.0)	30 (10.5)	16 (5.6)	0 (0.0)
6. History provides richly textured, substantive framework.	83 (29.1)	138 (48.4)	32 (11.2)	25 (8.8)	7 (2.5)
7. History broadens the intellect of students.	67 (58.6)	106 (37.2)	3 (1.1)	8 (2.8)	1 (0.4)
8. History teaches moral lessons.	103 (36.1)	139 (48.8)	21 (7.4)	20 (7.0)	2 (7.7)

Table 6 Continued

Statement	Strongly				Strongly
	Agree	Agree	Undecided	Disagree	Disagree
	Freq.(%)	Freq.(%)	Freq.(%)	Freq.(%)	Freq.(%)
9. History gives training to handle controversial issues.	95 (33.3)	126 (44.2)	38 (13.3)	25 (8.8)	1 (0.4)
10. History helps resolve contemporary social and individual problems.	86 (30.2)	129 (45.3)	36 (12.6)	27 (9.5)	7 (2.5)
11. History provides data.	125 (43.9)	114 (40.0)	30 (10.5)	16 (5.6)	0 (0.0)
12. History provides richly textured, substantive framework.	83 (29.1)	138 (48.4)	32 (11.2)	25 (8.8)	7 (2.5)
13. History lays the foundation for genuine citizenship.	101 (35.4)	129 (45.3)	27 (9.5)	26 (9.1)	2 (0.7)
14. History encourages students to have vision for the future.	118 (41.4)	130 (45.6)	16 (5.6)	19 (6.7)	2 (0.7)
15. History promotes self-understanding.	110 (38.6)	121 (42.5)	33 (11.6)	19 (6.7)	2 (0.7)
16. History provides essence of cultural identity.	212 (74.4)	64 (22.5)	7 (2.5)	2 (0.7)	0 (0.0)

Responses from Table 6 showed that a strong majority 276 (96.9%) of the respondents agreed or strongly agreed that History provides a sense of cultural identity and sense of belonging while only two (0.7%) disagreed or strongly disagreed to the statement. This indicates that students believe History as a subject paves way for people to know the importance of their cultural identity.

Concerning the statement “History broadens the intellect of students”, majority 273 (95.8%) of the respondents agreed or strongly agreed to the statement while nine (3.2%) disagreed or strongly disagreed. This shows that History as a subject enables students to acquire a lot of ideas about themselves, the society and the world at large. With regards to the statement “History encourages students to have vision of the future and how to fashion it”, a higher number 248 (87%) of the respondents agreed or strongly agreed to the statement while 21 (7.4%) disagreed or strongly disagreed to the statement. This shows that History as a subject does not only broadens the intellect of students but also encourages them to have vision for the future.

Another important reason for the choice of History as a subject was based on the fact that “History teaches moral lessons or principles to students”. A strong majority 242 (84.9%) of the respondents agreed or strongly agreed while 22 (7.7%) disagreed or strongly disagreed to the statement. This indicates that History as a subject enables students to acquire moral lessons or principles that will prepare them for life. Concerning the fact that “History provides data about the emergence of national institutions, problems and values”, the results indicated that most 239 (83.9%) of the

respondents agreed or strongly agreed while 16 (5.6%) disagreed or strongly disagreed to the statement. This attests to the fact that History as a subject deals with the recordings of important past events of people from generations, traditions, institutions and beliefs to another.

With regards to the statement “History promotes self-understanding”, a higher number 231 (81.1%) of the respondents agreed or strongly agreed to the statement while 21 (7.4%) disagreed or strongly disagreed to the statement. This reveals that History as a subject enables one to understand himself/herself and the environment in which he/she lives.

The findings imply that students believe History provides a sense of cultural identity and sense of belonging. This confirms Stearns (1998) assertion that History helps provide identity about how families, groups, institutions and a whole country were formed. This will help people identify their heritage in order to build upon it. Fynn and Addo-Fening (1991) noted that History encourages the youth to take part in the political, cultural and technological achievement of their ancestors. In this way, they will be able to resist the temptation to imitate foreigners and adopt their values.

Again, the findings suggest that the study of History broadens the intellect of students. This concurs with H.M. Inspectorate (1988) position that History plays a major part in allowing young people to develop knowledge, understanding and skills which help them to make sense of contemporary society and understanding their place. By broadening students mind and exposing them to new information, H.M.I. (1988) noted that pupils’

perspectives and values will change and develop as part of the process of becoming informed and responsible citizens. As Kochhar (2005) noted, History cultivate valuable intellectual attitudes to students by enabling them to understand that human affairs can never be simple and that there are no heroes and villains, no 'bad', no simple cause and effect in human behaviour.

The results also confirm Kochhar (2005) assertion that History encourages the youth to have a vision of the future and how to fashion it. This suggests that the lessons of the past can be applied to the creation of a new and a better future. According to Howe (1989), History provides a terrain for moral contemplation which allows the student to test his own moral sense, to hone it against some of the real complexities individuals have faced in difficult settings. As Fynn and Addo-Fening (1991) posit that History teaches valuable lessons of every kind including moral values, this knowledge and understanding of the past is important for both individuals and society.

The findings also confirm Kochhar (2005) position that History promotes self-understanding. He noted that everyone has a heritage which is uniquely his, a combination of racial, national, family and individual traditions which are woven into his very being. According to Johnson (1942) without inquiry into these historical factors, man must remain a stranger to himself.

Table 7 contains the means and standard deviations to statements 1-10. Based on a scale of one to five, with five representing strongly agree and one representing strongly disagree for the factors that influence students' choice of History as a subject. The mean scores are reflected for each statement.

Table 7

Means and Standard Deviations to Statement 1-10

Statement	Mean	Standard Deviation
1.	4.50	0.69
2.	4.12	0.87
3.	4.01	0.92
4.	3.91	1.01
5.	4.22	0.84
6.	3.92	0.98
7.	4.05	0.93
8.	4.20	0.87
9.	4.11	0.90
10.	4.70	0.54

Source: Field Survey, 2011.

Ways by Which Parents/Guardians Motivate their Wards to Study

History

Motivation in the most general sense of the term is an attempt to explain why behaviour occurs. Many educators believe motivation is a prerequisite for learning. Every subject needs some sort of motivation for its learners to achieve their best and History is no exception. Watson (2011) noted that one of the key aspects of pupil learning is undoubtedly motivation towards learning. Students should not only be identified as having different

abilities but must be recognized as having different levels of motivation that ultimately affect their learning.

Differences between pupils in their academic motivation can be attributed to a number of different factors. These factors include experiences in their upbringing, and experiences in success and failure in tasks and activities in school (Watson, 2011). Parental involvement in a child's educational life is an essential ingredient in his/her educational processes and outcomes. It psychologically gave the child a sense of belonging and acceptance and hence the peace of mind to study.

Children often build their aspirations and goals around their parents, or at least strive to meet academic expectations set by their parents. This, therefore, backs up the theory that pupils are more likely to be more motivated at school if they have a supportive family environment that regularly encourage and praise the pupil for their achievements.

Findings have demonstrated that parent's involvement in the education of the children has been found to be of benefit to parents, children, and schools (Tella and Tella 2003; Campbell, 1995; Rich, 1987). Rasinki and Fredrick's (1988) concluded that parents play an invaluable role in laying the foundation for their children's learning; Zang and Carrasquillo (1995) also remarked that when children are surrounded by caring, capable parents and are able to enjoy nurturing and moderate competitive kinship, a foundation for literacy is built with no difficulty. Cotton and Wikelund (2005) ably capped it by asserting that the more intensively parents are involved in their children's learning; the

more beneficial are the achievement effects. Thus, it is believed that when parents monitor homework, encourage participation in extracurricular activities, are active in parents –teacher associations, and help children develop plans for their future; children are more likely to respond and do well in school.

Research question two tried to find out ways by which parents/guardians motivate their wards to study History. Hence, the question was posed thus: In what ways are students motivated by their parents/guardians to study History? The data were collected by a means of a 5-point Likert-scale format. Respondents were asked to respond to the statement that best describes their preference. The results are presented in Table 8.

Observations from Table 8 indicated that a strong majority 269 (94.4%) of the respondents agreed or strongly agreed that their parents provide the needed learning materials for their study. While 11 (3.9%) disagreed or strongly disagreed to the statement. This reveals that most of the parents support their wards in terms of provision of learning materials to enable them study History as a subject.

Table 8

Ways by Which Parents/Guardians Motivate Their Wards to Study History

Statement	Strongly Agree		Undecided	Strongly Disagree	
	Agree	Agree		Disagree	Disagree
	Freq.(%)	Freq.(%)		Freq.(%)	Freq.(%)
1. Parents visit school to know performance of their ward.	100(35.1)	83 (29.1)	28 (9.8)	61 (21.4)	13 (4.6)
2. Parents respond to school invitation.	77 (27.0)	134(47.0)	18 (6.3)	51 (17.9)	5 (1.8)
3. Parents attend PTA meetings regularly.	92 (32.3)	141(49.5)	13 (4.6)	34 (11.9)	5 (1.8)
4. Parents provide needed learning materials for their wards.	180 (63.2)	89(31.2)	5 (1.8)	7 (2.5)	4 (1.4)
5. Parents pay for extra tuition for their wards.	137 (48.1)	107(37.5)	11 (3.9)	22 (7.7)	8 (2.8)
6. Parents advocate for services and programmes.	84 (29.5)	130(45.6)	32 (11.2)	35 (12.3)	4 (1.4)
7. Parents communicate with teachers and counselors.	81(28.4)	121(42.5)	31 (10.9)	46 (16.1)	6 (2.1)
8. Parents know the essence of the subject.	84(29.5)	101(35.4)	37(13.0)	54 (18.9)	9 (3.2)

Source: Field Survey, 2011.

Observations from Table 8 indicated that a strong majority 269 (94.4%) of the respondents agreed or strongly agreed that their parents provide the needed learning materials for their study. While 11 (3.9%) disagreed or strongly disagreed to the statement. This reveals that most of the parents support their wards in terms of provision of learning materials to enable them study History as a subject.

It was also observed that a higher number 244 (85.6%) of the respondents agreed or strongly agreed that their parents pay for extra tuition when needed. While 30 (10.5%) disagreed or strongly disagreed respectively to the statement. This meant that parents support the need for teachers to give extra tuition to enable students acquire the necessary knowledge in History.

Concerning the statement “Parents attend PTA meetings regularly”, most 233 (81.8%) of the respondents agreed or strongly agreed to the statement although 39 (13.7%) disagreed or strongly disagreed. This attests to the fact that PTA meetings are more important for parents because it’s through this means that they get to know more about the challenges of the school, teachers and students in the pursuit of education. With regards to whether parents advocate for services and programmes that are most important to their wards, a majority 214 (75.1%) of the respondents agreed or strongly agreed to the statement although 39 (13.7%) disagreed or strongly disagreed. This indicates that most parents support the importance of advocating for services and programmes that are crucial to the education of their wards.

Again, majority 185 (64.9%) of the respondents agreed or strongly agreed to the statement “Parents know the importance of the subject” although 63 (22.1%) disagreed or strongly disagreed respectively. This notwithstanding

showed that most of the parents of the respondents know the essence of the subject to their wards. With regards to the statement “Parents communicate with teachers and counselors on the needs of their wards”, 202 or 70% who were in the majority agreed or strongly agreed while 52 (18.2%) disagreed or strongly disagreed respectively. This reveals that communication between school authorities and parents is vital in education as it enables both parties to prepare the child in the course of the study.

From Table 8, it was also realized that a higher number 211 (74%) of the respondents agreed or strongly agreed to the statement that “Parents respond promptly to school invitation”, although 56 (19.7%) disagreed or strongly disagreed. This indicates that parents know the importance of education and as such respond to any school invitation.

From the observations made on ways by which parents/guardians motivate their wards to study History, it can be concluded that the involvement of parents of their child’s education is very crucial since it enables both the school and the students to improve on performance and the studying of History as a subject.

The findings confirm several studies (Cotton & Wikelund, 2005; Tella & Tella, 2003; & Jeynes, 2005) on parental involvement of their wards education. All these studies show that parents take part in school functions such as attending parent-teacher associations, attending to school invitations and advocating for programmes that are most important to their wards education. Siegle (2009) stated that when parents support their wards in the learning process, they turn to succeed and trust that their efforts, even if momentarily thwarted, will pay off in the end.

The result is also in line with Valery et al (1997) position that when parents motivate and support their wards in their schooling, they turn to increase their academic performance and achievement in school. In the view of Herbert (1996) a high school student's selection of a realistic career and the appropriate preparation for that career is of major concern to a student's parents. This is because when parents know the significance of the subject and the course being offered by their wards, they turn to motivate and support them to achieve their best in the subject. This may be related to the fact that parental involvement takes some pressure off teachers, who are sometimes overwhelmed with work.

Table 9 contains the means and standard deviations to statements 1-8. Based on a scale of one to five, with five representing strongly agree and one representing strongly disagree for the ways by which parents/guardians motivate their wards to study History as a subject. The mean scores are reflected for each statement.

Table 9

Means and Standard Deviations to Statement 1-8

Statement	Mean	Standard Deviation
1.	3.68	1.27
2.	3.79	1.01
3.	3.98	1.00
4.	4.52	0.77
5.	4.20	1.02
6.	3.89	1.00
7.	3.78	1.08
8.	3.69	1.17

Source: Field Survey, 2011.

Job Prospects of History Students

One of the reasons for the decreasing student interest in History is the perception that the subject offers very little opportunities for employment, especially when compared to the so-called utilitarian, job-oriented, practical subjects or disciplines such as Business Management, Accounting, Agriculture and Engineering, among others. Dwarko (2007) noted that some parents hold such a perception to the extent that they threaten to stop sponsoring their children's education if they chose History from the Senior High School and pursued it in the university. But History has a lot of job opportunities available to students. It helps learners develop skills and enhanced capacity for informed citizenship, critical thinking and simple awareness. The study of History develops precisely those skills of evaluation and analysis that provide a firm foundation for any professional career.

Research question three sought to find out from students the job prospects of studying History as a subject. Hence, the question was posed: What are the job prospects of History students? The data were collected by means of a 5-point Likert- scale format. The respondents were asked to respond to statements that best described their opinion. The findings are presented in Table 10.

Table 10

Job Prospects of History Students

Statement	Strongly				Strongly
	Agree	Agree	Undecided	Disagree	Disagree
	Freq.(%)	Freq.(%)	Freq.(%)	Freq.(%)	Freq.(%)
1. Many History students become educators.	127(44.6)	120(42.1)	18(6.3)	17 (6.0)	3 (1.1)
2. Many History students become researchers.	129(45.3)	120(42.1)	19 (6.7)	15 (5.3)	2 (0.7)
3. Many historians become writers and editors.	131(46.0)	120(42.1)	21 (7.4)	9 (3.2)	4 (1.4)
4. Many historians become information managers.	91(31.9)	131(46.0)	45 (15.8)	17 (6.0)	1 (0.4)
5. Many historians become lawyers and policy-makers.	1123(43.2)	88(30.9)	30 (10.5)	36 (12.6)	8 (2.8)
6. Many historians become legislative staff.	72(25.3)	111(38.9)	47 (16.5)	44 (15.4)	11 (3.9)
7. Many historians enter into banking, insurance and stock analysis.	18(6.3)	52(18.2)	71 (24.9)	94 (33.0)	50 (17.5)

Source: Field Survey, 2011.

Results from Table 10 indicated that majority 251 (88.1%) of the respondents agreed or strongly agreed to that many historians become writers and editors while 13 (4.6%) disagreed or strongly disagreed to the statement. This shows that History enables students to develop skills in writing effectively. With regards to the statement “Many History students become educators”, almost 247 or 86.7% of the respondents agreed or strongly agreed to the statement while 20 (7.1%) disagreed or strongly disagreed respectively. This shows that studying History enables learners acquire skills in communication of ideas which lead them to become teachers at all levels of education.

Concerning the statement “Many historians become information managers”, a higher number 222 (77.9%) of the respondents agreed or strongly agreed although 45 (15.8%) were undecided and 18 (6.4%) disagreed or strongly disagreed respectively. This indicates that studying of History as a subject enables student to acquire skills in becoming information managers in future.

Another important statement among the items was that “Many historians become lawyers and policy-makers”. Responses to this item shows that 211 or 74.1% who were of the majority of the respondents agreed or strongly agreed to the statement while 44 (15.4%) disagreed or strongly disagreed respectively. This indicates that students believe that the skills that they will develop in studying History will enable them to become lawyers and policy-makers in future. With regards to whether many historians become legislative staff of government, majority 183 (64.2%) of the respondents agreed or strongly agreed to the statement although 55 (19.3%) disagreed or strongly disagreed respectively. This shows that students studying History will also become legislative staff of government.

However, 144 or 50.5% who were of the majority of the respondents disagreed or strongly disagreed that many historians enter into banking, insurance and stock analysis although 70 (24.5%) agreed or strongly agreed while 71 (24.9%) were undecided. This shows that many History students were not aware that the skills that they will acquire from studying History will enable them to enter into services like banking, insurance and stock analysis.

Responses from the above statements are in line with Dwarko (2007) position that History indeed can and does prepare students for the job market. The study of History as a subject develops in students skills of evaluation and analysis that will provide a firm foundation for any professional career. In this vein, Howe (1989) concurs that many of the skills Historians develop while in school benefit them in the workplace.

The findings also indicate that the list of job opportunities for History graduate is inexhaustible. This confirms Howe (1989) job opportunities for History graduates which includes: historians as educators; historians as writers and editors; historians as information managers in the fields of archives management, records management and librarianship; historians as lawyers and policy-makers at all levels of government; historians as bankers, insurance and stock analyst.

According to Cobbold and Adabo (2010) History graduate can also work like any other graduate in the civil service, foreign services and security services. When students receive orientation on the significance of the study of History as a school subject, their interest will rise and this can uplift the image of the subject.

Table 11 contains the means and standard deviations to statements 1-7. Based on a scale of one to five, with five representing strongly agree and one

representing strongly disagree on job prospects of History students. The mean scores are reflected for each statement.

Table 11

Means and Standard Deviations to Statement 1-8

Statement	Mean	Standard Deviation
1.	4.23	0.88
2.	4.25	0.85
3.	4.28	0.84
4.	4.03	0.86
5.	3.98	1.13
6.	3.66	1.12
7.	2.62	1.15

Source: Field Survey, 2011.

Reasons why Students Prefer Economics, Geography and Government to the Study of History

The study of History has many contributions to the student to handle controversial issues. The breadth of its subject matter and the range of evidence which can be used mean that History can also establish profitable links and affinities with other subjects, especially those in the social and environmental studies of the curriculum such as Economics, Geography and Government. Comparing the number of students who pursue History to the other Arts subjects suggest that History is the subject with the least number of students offering it.

One area that was studied to find out the declining popularity of History as a subject was to find out from students the reasons why they prefer to study Economics, Geography and Government to History. The data were collected by a means of a 5-point Likert-scale format. Respondents were asked to respond to statement that best describe their opinion. Table 12 presents the findings.

Table 12

Reasons why Students Prefer Economics, Geography and Government

Statement	Strongly				Strongly
	Agree	Agree	Undecided	Disagree	Disagree
	Freq.(%)	Freq.(%)	Freq.(%)	Freq.(%)	Freq.(%)
1. Economics, Geography and Government have more job prospect than History.	101(35.4)	86(30.2)	20(7.0)	43(15.1)	35(12.3)
2. History deals with memorization of dates and past events.	84(29.5)	118(41.4)	14(4.9)	39(13.7)	30(10.5)
3. Notes copied in History class are more.	104(36.5)	76(26.7)	28(9.8)	50(17.5)	27(9.5)
4. The general public have wrong attitude to History.	74(26.0)	76(26.7)	37(13.0)	78(27.4)	20(7.0)
5. Most topics in History are boring and unfamiliar.	54(18.9)	87(30.5)	22(7.7)	75(26.3)	47(16.5)
6. Students consider Economics, Geography and Government more superior.	77(27.0)	81(28.4)	24(8.4)	53(18.6)	50(17.5)

Source: Field Survey, 2011.

Results from Table 12 indicate that majority 202 (70.9%) of the respondents agreed or strongly agreed that History deals with memorization of dates and past events although 69 (24.2%) disagreed or strongly disagreed to the statement. This shows that in comparing History to the other subjects, students believe facts that they acquire from History is mostly about memorization of dates and past events. With regards to whether Economics, Geography and Government have more job prospect than History, a higher number 187 (65.6%) of the respondents agreed or strongly agreed to the statement while 78 (27.4%) disagreed or strongly disagreed. This shows that although History provides students with more job opportunities, students believe that the probability of getting job after studying the other subjects is very high to that of History.

From the observations made from Table 12, respondents believe that notes that are copied in History class are more than that of the other subjects. Again, a slight majority 141 (49.4%) of the respondents agreed or strongly agreed that topics that are treated under History subject are boring and unfamiliar to them. This attests to the fact that due to the little background knowledge of the subject, they see its topics as boring and unfamiliar to them as compared to the other subjects. The results also indicate that a higher number 150 (52.7%) of the respondents agreed or strongly agreed that the wrong public perception towards the subject is the cause for most students to prefer Economics, Geography and Government to the study of History. This

shows that the general public needs to be educated on the contributions of the subject to change their wrong attitude towards the subject.

The above findings suggest that the methods through which the subject is taught can lead to the decline in the popularity of the subject. This confirms Crookall (1975) assertion that “if a History lesson is dull, it is probably because of our bad ways of teaching it” (p.56). Dwarko (2007) reported that some people claim History teaching and learning is nothing but memorization of dates and past events. This therefore makes it as ‘useless’ and a boring subject. Holt (1990) confirms this through conversation he had with his History students who indicated that they viewed History as a story which needed to be memorized to pass an examination. When teachers do not provide aids to illustrate their points, lessons may look dull and dry. Such a situation will not enhance the teaching and learning of History whose very nature is abstract and, therefore, needs the use of resources to enable students learn from different modes.

The findings also suggest that the wrong perception of the general public towards the Subject also gives indication for students to opt for Government, Economics and Geography to the study of History. Cobbold and Adabo (2010) noted that “this perception often leads students to make poorly informed choices about Senior High School subjects” (p.90). Sometimes students reject History because they are not clear about whether or not History would gain them a good tertiary entrance score or a lucrative job. The results also confirms Dwarko’s (2007) position that the general public has a wrong

perception that History cannot offer any opportunities for employment as the practical, job-oriented subjects or discipline. According to Adey and Biddulph (2001), pupils understanding of the relative 'usefulness' of History to their future is limited to direct naive reference to forms of employment.

Again, in many History classrooms, note-taking is one of the teaching strategies which are accompanied by lecture method of teaching and silent reading. Cobbold and Adabo (2010) reported that in most History lessons, the textbook which occupied greater part of instructional time was usually read by teachers without an in-depth explanation but rather mere dictation of notes for students to copy. Such situations will not enhance the teaching and learning of History whose nature is abstract. These activities according to Crookall (1975) are bad ways of teaching History.

History teachers should therefore think through clearly the purposes of school History and have a sound grasp of the full breadth of benefits that young people can derive from the study of History. A qualified History teacher, in this sense, the one who has studied and passed History as a major or minor subject at a bachelor's level in an accredited tertiary institution should be given the opportunity to handle the subject.

Table 13 contains the means and standard deviations to statements 1-6. Based on a scale of one to five, with five representing strongly agree and one representing strongly disagree on the reasons why students prefer Economics, Geography and Government to the study of History. The mean scores are reflected for each statement.

Table 13

Means and Standard Deviations to Statement 1-6

Statement	Mean	Standard Deviation
1.	3.61	1.41
2.	3.65	1.31
3.	3.63	1.37
4.	3.37	1.31
5.	3.09	1.40
6.	3.28	1.47

Source: Field Survey, 2011.

Challenges Students Encounter in the Study of History

The way in which the past is presented to young people have a powerful effect on the views and general outlook on the world and the values they develop. History has always gotten a bad rap in part because what students remember of their experience in History classes is that sort of mindless memorization of facts, dates, events and wars.

Research question five sought to find out the challenges students encounter in the study of History. The data were collected by means of a 5-point Likert- scale format. The respondents were asked to respond to statements that best describe their opinion. The findings are presented in Table 14.

Table 14

Challenges Students Encounter in the Study of History

Statement	Strongly				Strongly
	Agree	Agree	Undecided	Disagree	Disagree
	Freq.(%)	Freq.(%)	Freq.(%)	Freq.(%)	Freq.(%)
1. Students have little background in History.	56(19.6)	137(48.1)	20(7.0)	52(18.2)	20(7.0)
2. Parents, students and the general public have negative attitude to History.	61(21.4)	72(25.3)	28(9.8)	85(29.8)	39(13.7)
3. The method of teaching History is a cause for the lack of interest.	57(20.0)	69(24.2)	25(8.8)	96(33.7)	38(13.3)
4. Teaching and learning materials are not adequate for the study of History.	90(31.6)	110(38.6)	12(4.2)	57(20.0)	16(5.6)
5. What students learn is that sort of mindless memorization.	69(24.2)	119(41.8)	16(5.6)	56(19.6)	25(8.8)
6. Students consider History teachers as boring.	79(27.7)	75(26.3)	21(7.4)	77(27.0)	33(11.6)
7. Students think there are limited job opportunities in History.					
8. Students consider other subjects more interesting and superior to History.	76(26.7)	103(36.1)	16(5.6)	55(19.3)	35(12.3)
	71(24.9)	87(30.5)	18(6.3)	72(25.3)	37(13.0)
9. Students who read History are considered not brilliant.	18(6.3)	26(9.1)	19(6.7)	92(32.3)	130(45.6)
10. Historians do not make any direct impact on the economy.	33(11.6)	51(17.9)	35(12.3)	86(30.2)	80(28.1)

Source: Field Survey, 2011.

Results from Table 14 shows that majority 200 (70.2%) of the respondents agreed or strongly agreed that teaching and learning materials are not adequate for the study of History although 73 (25.6%) disagreed or strongly disagreed respectively. This indicates that majority of the schools that offer History as a subject face major challenge when it comes to the availability of teaching and learning materials. With regards to whether students have little background in History, a higher number 193 (67.7%) of the respondents agreed or strongly agreed to the statement while 72 (25.2%) disagreed or strongly disagreed respectively. This shows that most of the students believe they have little background in the subject from the Social Studies lessons at the Junior High level.

Concerning the statement “What students learn in History classes is that of mindless memorization”, 188 or 66% who were of the majority of the respondents agreed or strongly agreed to the statement although 81 (28.4%) disagreed or strongly disagreed. This indicates that facts that are presented to students should be varied in ways in which the learners can reproduce without only memorization.

Moreover, majority 179 (62.8%) of the respondents believe that there are limited job opportunities for History graduates. This shows that students are not well informed about the career opportunities in the subject and because of that they should be given more insight into the opportunities that lie ahead of them after pursuing the subject.

From the findings, most of the students consider other subjects like Geography, Government and Economics more interesting and superior to History. This shows that because of this notion, majority of the students prefer

to pursue these subjects to the study of History. It was also observed from Table 14 that almost 154 (54%) of the respondents agreed or strongly agreed that teachers who teach History are considered to be boring. This shows that teachers' position in the studying of History is so crucial that they need to make their lesson delivery interesting to make the subject interesting.

Moreover, 133 or 46.7% who were of the majority of the respondents agreed or strongly agreed that parents, students and the general public have negative attitude to the study of History. This shows that the wrong perception of the subject also leads to the decline in the popularity aspect of the subject.

However, they disagreed to the statement that those students who read History are considered not brilliant. This suggests that the choice for studying History does not rely solely on the ability level of the student but depends on other factors. They also disagreed that historians do not make any direct impact on the economy. This shows that students believe historians make great impact to the economy.

The findings confirm several studies (CDE, 2003; Harris, 2002; Oakes & Saunders, 2002) on the availability and adequacy of teaching and learning materials for teaching History. All these studies show that many History teachers do not have access to the number and quality of instructional materials needed to meet academic standards. The inadequacy of teaching and learning materials revealed through the findings concurs with the results of Cobbold and Adabo (2010) that in many Senior High Schools, instructional resources were either not available at all or they were available but inadequate. This also confirms Oakes and Saunders (2002) assertion that in many schools, shortages and poor quality of instructional resources for History lessons exist

in concert with other problematic school conditions that diminish students' opportunities to learn.

The findings further indicate that students have little background knowledge in History. This confirms Steeves (n.d) position that undergraduates and high school students who enter a History class, often have little background in History and no background in its methodology. In the opinion of Dwarko (2007), the methodology used in teaching History is sometimes regarded as the cause for the lack of interest in the subject. He noted further that some people see the teaching and learning of History as nothing but memorization of names and dates which therefore, makes History a boring and dullest subject.

It has also been established by the findings that History as a school subject has limited job opportunities. But studies by Howe (1989) and Dwarko (2007) indicate that History graduates have many lists of job opportunities. This concludes Dwarko's assertion that "History indeed can and does prepare students for the job market" (p.173). Again, he noted that general public have wrong attitude towards History thinking that it cannot offer any opportunity for employment. This perception concurs with the findings of this study. If History is to reflect the changing world and be motivating to students, teachers must find ways to convince them of its relevance and usefulness in their lives outside the classroom, and after they leave school (Cobbold & Adabo, 2010).

Table 15 contains the means and standard deviations to statements 1-10. Based on a scale of one to five, with five representing strongly agree and one representing strongly disagree on the challenges students encountered in the study of History. The mean scores are reflected for each statement.

Table 15

Means and Standard Deviations to Statement 1-10

Statement	Mean	Standard Deviation
1.	3.55	1.19
2.	3.10	1.39
3.	3.03	1.38
4.	3.70	1.25
5.	3.52	1.28
6.	3.31	1.41
7.	3.45	1.38
8.	3.29	1.41
9.	1.98	1.20
10.	2.54	1.36

Source: Field Survey, 2011.

Summary

From the analysis of the field data, it was observed that students believe History provides a sense of cultural identity and a sense of belonging. History as a subject also enables students to acquire a lot of ideas about themselves, the society and the world at large. It also encourages students to have vision for the future.

The analysis of the views of the respondents also reveals that most parents of History students support their wards in terms of provision of learning materials to enable them study History as a subject. Parents also support the need for teachers to give extra tuition to enable students acquire the necessary knowledge in History. It was also indicated that parents attach

seriousness to PTA meetings and attend regularly to enable them know more about the challenges of the school, teachers and students in the pursuit of education. Also, parents support the importance of advocating for services and programmes that are crucial to the education of their wards.

Furthermore, respondents indicated that History as a subject enables them to develop skills in writing effectively, acquire skills in communication of ideas, acquire skills in becoming information managers in future and acquire skills that will enable them become lawyers and policy-makers in future. However, students were not aware that the skills that they will acquire from studying History will afford them the opportunity to enter into services like banking, insurance and stock analysis.

The findings also revealed that students believe facts acquired from History are mostly about memorization of dates and past events. They believe that the probability of getting job after studying History is very low as compared to subjects like Economics, Geography and Government. Students also believe that due to the little background knowledge of the subject, they see its topics as boring and unfamiliar to them.

With respect to the challenges students face in studying History, the results showed that teaching and learning materials are inadequate for the study of History and students have little background knowledge of the subject. Students also believe that they are not well informed about the career opportunities in studying the subject and they also consider subjects like Economic, Geography and Government more interesting and superior to History.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

This chapter gives an overview of the study. It also presents the summary of the major findings, conclusions, recommendations and areas for further studies. The primary objective of the study was to find out the factors contributing to the declining popularity of History as a subject in Senior High Schools in the Central Region of Ghana. The study concentrated on the factors that influence students' choice of History as a subject, ways by which parents/guardians motivate their wards to study History, job prospects of History graduates, reasons why students prefer Economics, Geography and Government to the study of History and the challenges students encounter in the learning of History as a subject.

Overview of the Study

In the background study, a brief history of the purpose of education was given. After that there was highlight on the purpose of school History to the student, the society and the country and reasons for its inclusion in the school curriculum. It came out with definitions of History as a subject from researches and also highlighted on some of the challenges faced in studying the subject which have resulted in the declining popularity of the subject.

The purpose of the study was to find out the factors that contribute to the declining popularity of History as a subject in Senior High Schools. The research questions for which this study sought to find answers to were stated as follows:

1. What are the factors that influence students' choice of History as a subject?
2. In what ways are students motivated by their parents/guardians to study History?
3. What are the job prospects of History students?
4. Why do students prefer Government, Economics and Geography to the study of History?
5. What are the challenges students encounter in the learning of History as a subject?

The research questions were followed by the significance of the study, delimitations and limitations, acronyms used in the study and finally the organization of the study. Review of related literature on the study was subsequently looked at. It reviewed some of the major views expressed by various authorities that have conducted similar researches in the area of the declining popularity of History as a subject.

The above chapter was followed by the methodology. The descriptive survey research design was used in this study. The target population was made up of all History students in the Senior High Schools in the Central Region of Ghana. Students were made to respond to questions which intended to answer the research questions. Two hundred and eighty-five students from 20 Senior High Schools responded to the questionnaire.

The questionnaire was designed after a comprehensive review of the literature on the study of History as a subject, the aims and objectives of teaching and learning History, the importance of studying History, methods of teaching History, resources that improve the study of History, parental

involvement and motivation for studying History, job prospects for History students and the challenges encountered in the study of History. It was pilot-tested on a total of 30 History students from five schools in the Western Region of Ghana and had a reliability of .75. It comprised 6 sections.

Section A consisted of two items that probed the demographic data of the respondents. This section was deemed necessary because independent variables like sex and age range can cause variations in determining the declining popularity of History as a subject in schools. The section consisted of a number of alternatives from which respondents were to select applicable ones. Responses were aggregated and their percentages calculated.

All the items through section B to section F of this study were made up of simple descriptive statements. The basic structure of the questionnaire was based on the Likert scale format. Respondents indicated the extent to which each statement best described their response on the occurrence of each of them on a 5-point Likert-type scale from strongly agree to strongly disagree.

The data collected were processed using the SPSS programme, software for statistical analysis. Tables, frequencies, percentages, means and standard deviations were generated from the responses of the questionnaire.

Summary of Major Findings

1. The respondents were mainly females in their prime age between 18-19 years. It was therefore, assumed that they would give quite a good assessment of the declining popularity of History as a subject in their respective schools.
2. The study revealed that students believe History provides a sense of cultural identity and a sense of belongings.

3. Students believe History broadens their intellect by enabling them acquire a lot of ideas about their society, their country and the world at large.
4. Students believe History teaches moral lessons or principles that prepare them for life.
5. Students agreed that their parents provide them with the needed learning materials for their study.
6. Students believe their parents support the need for teachers to give extra tuition when it is necessary.
7. Parents of the students attend PTA meetings regularly and advocate for services and programmes that are most important to their wards education.
8. Students believe History graduates will become writers and editors in future as a result of the skills they will develop in the study of History.
9. Students believe majority of the History graduates will become educators or teachers at all levels of education.
10. Students were not aware that the skills they develop from the study of History will enable them enter into banking, insurance and stock analysis.
11. Students prefer Government, Economics and Geography to the study of History. They believe that these subjects are superior to History.
12. Students believe there are more job opportunities for Government, Economics and Geography students than History students.

13. Students believe the notes copied in History classes are more than the notes in the other Arts subjects. Also, the topics that are treated in the History class are unfamiliar and boring to them.
14. Students indicated that the wrong perception of the general public towards the study of History as a subject and the inadequacy of teaching and learning materials are the cause for its decline in popularity.
15. Students believe majority of them have little background in the study of History.
16. Students believe that what they learn in History classes is that of mindless memorization of facts and dates.
17. Students believe Historians make a lot of impact on the economy of the nation.

Conclusions

The following conclusions are offered concerning the analysis of the data and compilation of information gathered from the review of the literature.

1. In spite of the declining popularity of History as a school subject, it has not outlived its purpose as an academic subject worthy of contributing to knowledge and to personal and societal development.
2. History has deeper values and utility and so many job prospects for its learners in the world of work.
3. History students believe the methods of teaching and learning History, the notes copied in History class, the topics which are unfamiliar and boring to them and the wrong perception of the general public to the study of History are some of the causes for its decline in popularity.

4. Parental support and involvement in their wards study of History as a subject is so crucial to the student, the school and the parents themselves.

Recommendations

In the light of the above research findings and conclusions, the following recommendations are made:

1. History teachers should be given periodic In-service training to sensitize them on the pedagogical practices that would bring revival in the teaching and learning of History as a subject in Ghanaian schools.
2. The Ghana Education Service should provide adequate teaching and learning materials to the schools for effective teaching and learning of History as a school subject.
3. The curriculum planners must make History a core subject at the Junior and Senior High Schools and make it the integral part of the citizenship education subject at the upper primary level in the basic schools.
4. School authorities and History teachers should sensitize students on the significance of History in the school curriculum.
5. Unqualified teachers teaching History in some Senior High Schools in Ghana should be encouraged to improve their teaching. School authorities should therefore monitor and ensure that only those who are qualified should teach History.
6. The general public should be educated through the mass media on the significance of school History to erase the wrong perception towards the study of History as a school subject.

7. History teachers should make their lessons interesting by taking students on field trips or excursions to historical sites to enable them acquire first-hand knowledge and experience and to make them interact with historical resources outside the school.
8. It is incumbent on teacher educators in the colleges of education and the universities to help trainees develop a positive mindset and favourable attitude towards the teaching and learning of History since their transfer into the classroom has implications for learners.

Recommendations for Further Studies

1. A more comprehensive study should be conducted to increase the sample size and this should involve both teachers and students.
2. A related study should be conducted with the teachers as the target group.
3. A study should be conducted to find out students attitude towards History and achievement in History.

REFERENCES

- Adey, K., & Biddulph, M. (2001). 'The influence of pupil perceptions on subject choice at fourteen-plus in geography and history', *Educational Studies*, 27 (4), 439–50.
- Adejunmobi, S. A. (1978). Some methods of high school History teaching. In S. A. Adejunmobi (Ed.). *A handbook of high school History teaching*. Ibadan: Department of Teacher Education, University of Ibadan.
- Adeyemo, D. A. (2005). *Parental Involvement Interest in Schooling and School Environment as predictors of Academic Self-efficacy among fresh Secondary School*. Ibadan: Macmillan Nig. Ltd.
- Adeyinka, A. A. (1990). *The objective and methods of History teaching in Kwara State senior secondary school*. Nigeria: University of Ilorin.
- Agyeman, D. K., Baku, J. J. K., & Gbadamosi, R. (2000). *Review of education sector analysis in Ghana, 1987-1998*. France: UNESCO
- Aldrich, R. (1987). Interesting and useful? *Teaching History*, No. 47:11-14.
- Amankwa, K. (2002). *Student course book*. Department of books industry. Kumasi: KNUST Press.
- Amedahe, F. K. (2002). *Notes on educational research*. Unpublished document.
- Ary, D., Jacobs, L. C. & Razavieh, A. (1985). *Introduction to research in education* (5th ed.) Chicago: Holt, Rinehart and Winston, Inc
- Barthes, R., (1981). *The discourse of history*. Florida: University of Florida Press.

- Best, J. W. & Kahn, J. V. (1998). *Research in education*, Boston: Allyn & Bacon
- California Department of Education (2003). *Criteria for evaluating instructional materials in History-Social Sciences*. California: University of California.
- Campbell, J. (1995). *Raising your child to be gifted*. Cambridge, Ma: Brookline Books
- Carr, E. H. (1961). *What is history?* New York: Macmillan
- Cobbold, C. & Adabo, C. O. (2010). Assessing instructional resources and methods of teaching History in senior high schools in the Central Region of Ghana. *International Journal of Educational Leadership* 3(3), p. 77-87.
- Cobbold, C. & Adabo, C. O. (2010). Re-echoing the place of History in the school curriculum. *International Journal of Educational Leadership*, 3(3), p. 89-96.
- Cohen, L. & Manion, L. (1995). *Research methods in education* (3rd ed.) London: Routhledge.
- Cotton, K., & Wikelund, K. (2005). *Parent involvement in education*. Retrieved on 04-03-2011. From <http://www.nwrel.org/>.
- Creswell, J. W. (2003). *Research design: Qualitative, quantitative and mixed methods approaches* (2nd ed.) Thousand Oaks, California: Sage Publications, Inc.
- Crookall, R.E. (1975). *Handbook for History teachers in Africa*. London: Evans Press.

- Dance, E. H. (1970). *The place of history in secondary teaching: A comparative study*, London: George G. Harrap & Co. Ltd.
- Davis, J. S. (1977). Parents: The hidden resource. *The College Board Review*, 106, 25-29.
- Davis, P.W. & Karr-Kidwell, P. J. (2003). *School leaders and community: Research and a plan for collaboration*, 24.
- Descombe, M. (2003). *The good research guide for small-scale social research projects*. Maidenhead, Philadelphia: Open University Press
- Deslandes, R., & Bertand, R. (2005). Motivation of parent involvement in secondary-level schooling. *Journal of Educational Research*, 98(3), 164-174..
- Dwarko, D. A. (2007). History- the ailing subject: The need for revival in the 21st century. In Amenumey, D. E. K. (Ed.), *Challenges of education in Ghana in the 21st century* (pp.167-178). Accra: Woeli Publishing Services.
- Educational Product Information Exchange Institute (1977). *Report on a national study of the nature and quality of instructional materials most used by teachers and learners*. No. 76.
- Epstein, J. (1987). Parent involvement: What research say to administrators. *Education and Urban Society*, 19, 119-136.
- Epstein, J. (2001). *School, family and community partnerships*. Boulder: Westview Press.
- Farrant, J. K. (1980). *Principles and practice of education*. Essex: Longman Group U.K. Ltd.

- Fink, A. (1995). *How to analyse survey data*, Thousand Oaks, London: Sage Publications, Inc.
- Fink, N. (2004). Pupils' conceptions of history and history teaching, *International Journal of Historical Learning, Teaching and Research*, Vol. 4, No. 2.
- Fraenkel, J. R. & Wallen, N. E. (2000). *How to design and evaluate research in education* (4th ed.) Boston: McGraw Hill, Inc
- Fynn, J. K. & Addo-Fening, R. (1991). *History for senior secondary schools*, London: Evans Brothers Ltd.
- Germanou, V. N. (2007). *Teaching and learning History in Cyprus secondary educational level: What are students & perceptions of History and History teaching*. University of Hull: Unpublished M.Ed. Dissertation
- Goodwin, A. L., & King, S. H. (2002). *Culturally responsive parental involvement: Concrete understandings and basic strategies*, 18.
- Harris, P. Research Groups. (2002) *Survey of California Teachers*. San Francisco: Pearson Groups.
- Harris, R. & Haydn, T. (2006). Pupils' enjoyment of history – what lessons can teachers learn from their pupils? *The Curriculum Journal*, Vol. 17, No. 4: 315-333.
- Haydn, T. (2004). 'What pupils dislike about teachers, school subjects, being in classrooms and school in general: A view from five secondary school. Presented at 'Widening participation: research, policy and practice' Conference, University of Warwick, 17 March 2004.
- Retrieved on 04-03-2011. From <http://www.uea.ac.uk/~m242/nasc/cross/cman/quest.htm>.

- Haydn, T. & Harris, R. (2007). *Factors influencing pupil take-up of History post Key Stage 3*. Final Report September 2007.
- Haydn, T. & Harris, R. (2010). 'Pupil perspectives on the purposes and benefits of studying history in high school: a view from the UK', *Journal of Curriculum Studies*, 42: 2, 241-61
- Herbert, P. (1996). "Women, literacy and development: Challenges for the twenty-first century". *Notes on Literacy*, 22(3) 1-6.
- H. M. Inspectorate (1988). *Management of educational resources: Effective learning and teaching in Scottish secondary school history*. Retrieved on 10/03/2010 from [http:// www. hinie.gov.uk/document/publications](http://www.hinie.gov.uk/document/publications).
- Holt, T. C. (1990). *Thinking historically: Narrative, Imagination, and Understanding*. New York: College Entrance Examination Board
- Howe, B. (1989). *Careers for students of history*, Washington, D.C.: American Historical Association.
- Jarolimick, J. & Foster, C. D. (1989). *Teaching and learning in the elementary school*. London: Macmillan
- Jeynes, W. H. (2005). *Parental involvement and student achievement: A meta-analysis*. Cambridge, MA: Harvard family research project. Retrieved on the 12-03-2010 <http://www.cprd.uiuc.edu/research/schoolpubs/MSJ>.
- Johnson, H. (1942). *The teaching of history in elementary and secondary school*. New York: Macmillan
- Kelly, A. V. (2004). *The curriculum: Theory and practice*. London: Paul Champman Publishing Ltd.

- Kerlinger, F. N. (1973). *Foundations of behavioural research*. New York: Holt, Rinehart & Winston
- Kochhar, S. K. (2005). *Teaching history*. New Delhi, India: Sterling Publishers Private Ltd.
- Kulbri, S. S. (2003). *Methodology of research in education*. New Delhi: Sterling Publishers Private Ltd.
- Lafreniere, K. D., Ledgerwood, D. M., & Docherty, A. L. (1997). Influences of leaving home, perceived family support, and gender on the transition to university. *Guidance and Counseling*, 12, 14-18.
- Levin, M. & Lockheed, M. (1991). *Effective schools in developing countries*. Washington D. C: Falmer Press.
- Lord, P. & Jones, M. (2005). *Pupils' experiences and perspectives of the National Curriculum and assessment: final report*. Slough, NFER.
- Luttmer, F. (1996) *The devil, history, and studia humanitatis*. Hanover: Hanover College Press
- Mathew, M. M. (1966). *Teaching to read: Historically considered*. Chicago: University of Chicago Press
- McMillan, J. H. (1996). *Educational research: Fundamentals for the consumer* (2nd ed.) NY: Harper Collins College Publishers.
- Middleton, E. B. & Loughead, T. A. (1993). Parental influence on career development: An integrative framework for adolescent career counseling. *Journal of Career Development*, 19,161-173.
- Necessary, J. R., & Parish, T. S. (1996). "The relationship between computer usage and computer related attitude and behaviour". *Education*, 16, 384-387.

- Nwana, D. C. (1996). *Introduction to education research*. Hieneman educational books Ltd. Ireyin (Nigeria): Irepo Printing Press.
- Oakes, J. & Saunders, M. (2002). *Access to textbooks, instructional materials, equipment, and technology: Inadequacy and inequality in California's public schools*. Los Angeles: ULC Institute for Democracy, Education, and Access.
- Ofsted Publication (2005). The Annual Report of Her Majesty's Inspector of Schools 2004/5, London, Ofsted. Retrieved on 10-03-2011 From www.ofsted.gov.uk/publications/annualreport0405/4.2.7.html.
- Ofsted Publication (2007). *History in the balance: history in English schools 2003-7*, London, Ofsted. Retrieved on 10-03-2011 From www.ofsted.gov.uk/assets/Internet_Content/Shared_Content/Files/2007
- Opare, J. A. (1981). *A comparison of the academic performance of day and residential students*. Unpublished special project in education. Faculty of Education, University of Cape Coast.
- Oppenheim, A. N. (1973). *Questionnaire design and attitude measurement*, London: Heineman Publishers.
- Osuala, E. C. (1993). *Introduction to research methodology*, Onitsha: Africa FEP Publishers.
- Qualters, D. (2001). Do students want to be active? *The Journal of Scholarship of Teaching and Learning*, 2(1), 51-60.
- Ragland, R. G. (2007). Changing secondary teachers' view of teaching America History. *Journal of History Education*, 40(2), 6-9.

- Rammell, B. (2006). Quoted in 'Appliance of bogus science', Clark R., *The Times*, 12 October.
- Rasinki, T.V., & Fredricks, A. (1988). Sharing Literacy: Guiding principles and practices for parents' involvement. *Reading Teachers*, 41, 508-513.
- Reisberg, L. (1999). To help Latino students, a college looks to parents. *The Chronicle of Higher Education*, January 13.
- Rich, D. (1987). *Schools and Families: Issues and Action*. Washington: National Education Association Report
- Ryrie, A., Furst, A. & Lauder, M. (1979) *Choices and chances: A study of pupils' subject choices and future career intentions*, London: Hodder & Stoughton.
- Sanders, M. G. (1998). The effects of school, family, and community support on the academic achievement of African American adolescents. *Urban Education*, 33, 385-409.
- Sarantakos, S. (1998). *Social research* (2nd ed.) New York: Palgrave publishers Ltd.
- Schickedanz, J. A. (1995). Family socialization and academic achievement. *Journal of Education*, 177, 17 - 38.
- Shemilt, D. (2000). The caliph's coin: The currency of narrative frameworks in History teaching. In P. N. Stearns, P. Seixas, & S. Wineburg (Eds.) *Knowing, teaching, and learning History: National and international perspectives* (p.83-101). New York: New York University Press.

- Siegle, D. (2009). Parenting strategies to motivate underachieving gifted students. *The Emotional Edge*, Vol. 9 (3) pp. 120 -143.
- Sinha, P. (n.d.). *Relationship between attitude towards history and achievement in history*. Retrieved on 10/03/2010 from <http://www.aiaer.net/ejournal/vol19207/15>
- Smith, F. M. & Hausfaus, C. O. (1998). Relationship of family support and ethnic minority students' achievement in science and mathematics. *Science Education*, 82, 111-125.
- Stables, A. & Wikeley, F. (1997). 'Changes in preference for and perception of relative importance of subjects during a period of educational reform', *Educational Studies*, 23 (3), pp 393-403.
- Stearns, P. N. (1998). *Why study history?* Retrieved on 10/03/2010 From <http://www.historians.org/pubs/free/whystudyhistory.htm>.
- Stearns, P. N. (1993). *Meaning over memory: Recasting the teaching of history and culture*. Chapel Hill, N.C.: University of North Carolina Press.
- Taraporewalla, R. (2011). *The value and utility of History and the challenge of the national curriculum*. Australian Policy and History. Retrieved on 04-03-2011. From <http://www.aph.org.au/files/articles/theValue.htm>
- Taylor, L. C., Hinton, I. D., & Wilson, M. N. (1995). Parental influences on academic performance in African-American students. *Journal of Child and Family Studies*, 4, 293-302.
- Teachman, J. (1998). The family and education aspiration. *Journal of Marriage and the Family*, 60, 704-714.

- Tella, A. & Tella, A. (2003). Parental involvement, home background, and school environment as determinant of academic achievement of secondary school students in Osun State, Nigeria. *African Journal of Cross-Cultural psychology and Sport Facilitation*, 5, (2), 42-48.
- Thompson, G. S. (1966). *Catherine the great and the expansion of Russia*. London: English University Press Ltd.
- Thorndike, E. (1999). *Measurement and evaluation in psychology and education*. New Jersey: Merrill.
- Valery, J. H., O'Connor, P., & Jennings, S. (1997). The nature and amount of support college-age adolescents request and receive from parents. *Adolescence*, 32, 323-337.
- Watson, A. (2011) *Understanding the role motivation plays in education*. Retrieved on 04-03-2011 From <http://www.suite101.com/content/understanding-the-role-motivation-plays-in-educationa326681#ixzz1FucEJFc>
- Wigfield, A. & Eccles, J. (2000). Expectancy–value theory of achievement motivation. *Contemporary Educational Psychology* 25, 68–81.
- Woodward, A. & Elliot, D. L. (1990). Textbooks use and teacher professionalism. In Elliot, D. L. & Woodward, A. (Eds). *Textbooks and schooling in the United State* (pp. 178-193). Chicago: National society for the study of education.
- Wycoff, S. E. (1996). Academic performance of Mexican American women: Sources of support that serve as motivating variables. *Journal of Multicultural Counseling and Development*, 24, 146-155.

Zang, S.Y., & Carrasquillo, A. L. (1995).Chinese Parents' influence on Academic Performance. *New York State Association for Bilingual Education Journal*, 10, 46-53.

APPENDICES

APPENDIX A

APPENDIX B

UNIVERSITY OF CAPE COAST

DEPARTMENT OF ARTS AND SOCIAL SCIENCES EDUCATION

QUESTIONNAIRE FOR STUDENTS

The aim of this questionnaire is to solicit information with regards to the declining popularity of history as a subject in Senior High Schools (SHS) in the Central Region. The research is for the purpose of writing a thesis as part of the requirement for the award of Master of Philosophy Degree in Curriculum Studies in the Department of Arts and Social Sciences Education. Your candid and objective responses will constitute a strong empirical basis for determining the factors that cause the declining popularity of history as a subject. You are kindly requested to respond as objective as possible to the items in the questionnaire. Confidentiality in respect of whatever information you may give is fully assured. Thank you.

PART A (To be filled by the researcher)

SCHOOL CODE:.....

CATEGORY OF SCHOOL:.....

DATE:.....

PART B (To be filled by respondents)

SECTION A

Demographic Data

The following are statements about you. Please tick (√) the alternative that best describes your response to each statement.

1. Sex: 1. Male () 2. Female ()
2. Age Range: 1. Below 14 yrs () 2. 14-15 () 3. 16-17 ()
4. 18-19 () 5. 20 and above ()

SECTION B

**FACTORS THAT INFLUENCE STUDENTS' CHOICE OF HISTORY
AS A SUBJECT**

The following are statements about your choice of history as a subject in your school. Kindly tick (√) the alternative that best describes your response on the occurrence of each of them.

KEY

5. Indicates 'Strongly Agree' 4. Indicates 'Agree'
3. Indicates 'Undecided' 2. Indicates 'Disagree'
1. Indicates 'Strongly Disagree'

Statement	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
1. History broadens the intellect of students.					
2. History teaches moral principles					
3. History gives training to handle					

controversial issues					
4. History helps resolve our contemporary social and individual problems					
5. History provides data about the emergence of national institutions, problems and values.					
6. History provides us with a richly-textured, substantive framework for understanding the human conditions					
7. History lays the foundation for genuine citizenship.					
8. History encourages the student to have vision of the future and how to fashion it.					
9. History promotes self-understanding					
10. History provides the essence of cultural identity and sense of belonging.					

SECTION C

WAYS BY WHICH PARENTS/GUARDIANS MOTIVATE THEIR WARDS TO STUDY HISTORY

Use the instructions above to complete the following statements.

Statement	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
1. Parents visit the school to know the performance of their wards.					
2. Parents respond promptly to school invitations.					
3. Parents attend PTA meetings regularly.					
4. Parents provide the needed learning materials for their wards.					
5. Parents pay for extra tuition for their wards when it is needed.					
6. Parents advocate for the services and programmes that are most important to their wards.					
7. Parents communicate with teachers and counsellors on the needs of their wards.					
8. Parents know the essence of the subject.					

SECTION D

JOB PROSPECTS OF HISTORY STUDENTS

Use the instructions above to complete the following statements.

Statement	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
1. Many history students become educators.					
2. Many history students become researchers.					
3. Many historians become writers and editors.					
4. Many historians become information managers.					
5. Many historians become lawyers and policy-makers at all levels of government.					
6. Many historians become legislative staff of government					
7. Many historians enter into banking, insurance and stock analysis.					

SECTION E

CHALLENGES STUDENTS ENCOUNTER IN THE STUDY OF

HISTORY

Use the instructions above to complete the following statements.

Statement	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
1. Students have little background in history.					
2. Parents, students and the general public have negative attitude to history.					
3. The method of teaching history is regarded as the cause for the lack of interest in the subject.					
4. Teaching and learning materials are not adequate for the study of history.					
5. What students learn in history classes is that sort of mindless memorization of facts and dates.					
6. Students consider most history teachers as boring.					

7. Students generally think there are limited job opportunities for history graduates.					
8. Students consider other subjects more interesting and superior to history.					
9. Students who read history are considered not brilliant.					
10. Historians do not seem to make any direct impact on the economy or society.					

SECTION F

WHY STUDENTS PREFER ECONOMICS, GEOGRAPHY AND GOVERNMENT TO THE STUDY OF HISTORY

Use the instructions above to complete the following statements.

Statement	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
1. Economics, Geography and Government have more job prospects than history.					
2. History deals with memorization of dates and past events which makes it difficult to study.					
3. Notes copied in history class are more than geography, government and economics notes.					
4. The general public have wrong attitude to the study of history.					
5. Most of the topics in the study of history are boring and unfamiliar.					
6. Students consider Economics, Geography and Government to be superior to History.					

THANK YOU

APPENDIX C

Cronbach's Alpha Internal Reliability

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	Number of Items
.748	.748	43