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PROBLEMS AND PROSPECTS OF TEACHING HISTORY IN SECONDARY SCHOOLS IN ILORIN METROPOLIS, KWARA STATE, NIGERIA

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Abstract

This study examined problems and prospects of teaching History in Ilorin Metropolis, Kwara State, Nigeria. In this study, differences in the perceived problems and prospects of teaching History on the basis of gender, teaching qualifications and experience were also examined. This study made use of descriptive survey method. The population for this study were all senior secondary school History teachers in Ilorin Metropolis, Kwara State. 40 teachers were sampled for the study using simple random sampling technique. A researcher's self-developed questionnaire was used for data collection while the data collected for this study were analysed using the percentage and mean rating to answer the research questions while independent t-test and Analysis of Variance (ANOVA) were used to test the hypotheses postulated for this study at 0.05 level of significance. Findings from this study revealed that the problems of teaching history are teachers' inadequate knowledge of the subject matter, inadequate instructional materials, excessive history curriculum content, inadequate time allotted for teaching activities; poor implementation of history curriculum. The prospects of History have been affirmed to help the student to gain deeper understanding of how the world around them came to be. It was also found that there is no discrepancy in the perceived problems and prospects of teaching history on the basis of teachers' gender, qualifications and teaching experience. It was therefore recommended among others that, there is need for Government to make available and adequate up-to-date reading materials for the teachers and students so as to facilitate the teaching and learning of history in Senior Secondary Schools; there is need to provide teacher-support instructional materials that are totally inclusive of what is required to present and support the lesson.

Keywords: Teaching, Problems, Prospects, History

Introduction

History is an important school subject which conveys invaluable lessons from the past and whose worth transcends regional, national and cultural boundaries (Wood, 2013). History as a subject fall within the General Arts, and has for a long time, enjoyed a place in Nigerian school curriculum. The teaching of history in Nigeria is traced informally to the pre-colonial days when parents and elderly persons recounted the past of their communities to the younger generation through folktales, music, and other art forms. These were chief means of conveying invaluable lessons and values that were highly cherished in traditional societies (Mary, 2007).

The teaching of history took a formal turn in the colonial period when it was taught in the schools established by the missionaries and those established by the British colonial officials. In the period after colonialism, history was amongst the four subjects which were taught and examined in the Middle School Leaving Certificate Examination (M.S.L.C.E). According to Marla (2017), History was also offered as an elective subject in the Secondary Schools (SSS 1 to 6) for Arts students who wrote the Senior School Certificate Examinations and General Certificate of Education Ordinary Level (SSCE/GCE 'O' Level). History still remained one of the subjects offered for the General Certificate of Education Advanced Level (GCE 'A' level) examination. With the introduction of the 1987 educational reform, History was incorporated into Social Studies at the basic school level and offered as an elective for General Arts students at the Senior Secondary School level (Lévesque, 2008). As it stands, students stand to gain a full appreciation of History as a subject only when they choose it as an option in the General Arts course at the Senior Secondary School level (Levstik & Barton, 2005; Gradwell, 2010).

The long existence of History in the Nigerian school curriculum could be as a result of the numerous purposes that it serves. As a study of the past, History draws on significant events of the past to inform the present and to safeguard the future. In effect, History does not study the past in isolation from the present, but relates intricately, the successes, achievements and failures of antecedent generations to the contemporary case and sets the stage for a better living in the morrow (Ferretti, MacArthur & Okolo, 2001). With the seemingly importunate problems society is subjected to, especially in the 21st Century, the utility of History cannot be overlooked as most of the current problems facing society have deep-lying historical geneses (Hossain, Nessa. & Kafi; 2015).

Despite its overwhelming importance, history is gradually losing its grip on Nigerian education system (Oluwayemisi, 2015; Buodu, 2016). Though it might be difficult to hold a single factor as the cause, the problem certainly cannot be dissociated from how the subject is being taught. For instance, De La Paz, Malkus, Monte-Sano and Montanaro (2011) observed that for some time, History teachers have adopted the classical methods of teaching with little or no innovation. However, effective teaching of history in Nigerian Senior Secondary Schools has long been blighted by problems that have often gone unaddressed (Fiona C., Sue & Anne, 2013).

A number of problems had been identified to affect the teaching of History in Nigerian Senior Secondary schools and hence, impede its learning. Teachers face numerous problems in the course of History instructional delivery. Core among them as stated by Sears (2014) are the lack of suitable History textbooks and overloaded syllabus while VanSledright (2008), submitted that the teaching of History is being hindered by many factors such as insufficient qualified history teachers, large class size, insufficient instructional time, inadequate administrative support for the subject, lack/insufficient teachers' incentives, unavailability and inadequacy of instructional aids/materials among others. This points to the fact that all is not well with the teaching of history as the conditions and structures required for the effective teaching of the subject are not in place in schools. It is deducible that all the problems identified by previous studies as affecting the teaching of history compound greater pedagogical problems as they affect the direct work of the History teacher in the classroom (Buodu, 2016).

The learners' negative attitude toward History poses a great barrier for effective teaching. This negative attitude emanates from the fact that learners have limited competence in the second language which formally adopted by History teachers therefore preventing them from actively participating in classroom activities (Anjaneyulu, 2015). This thus make most of learners have difficulties in comprehending History. This minimal learner participation can be linked to the learners' negative attitude toward the subject which eventually leads to significant levels of underperformance in the subject. Therefore, the History teacher struggles to help learners achieve the expected proficiency. It is only when this attitude is changed that substantial learning could take place (Anjaneyulu, 2015).

Many researchers acknowledge the fact that the History curriculum is overloaded making it a major hurdle for effective classroom practice (Pahl, 2010; Nokes, 2010; Monte-Sano & Budano, 2013). Although the curriculum is designed to

be covered in a year; teachers are under pressure from the district education officers to complete it by the month of May so as to embark on revision. This implies that the learners are basically out of luck because teachers have to use a fast pace to meet the predetermined curricular schedules which eventually impede effective classroom practices (Nokes, 2013).

The problems of handling large classes compounded by the acute shortage of teachers puts a strain on the teachers' ability to provide quality of History teachers to the learners because the teacher-learner ratio is not proportional. Moreover, the policy demands of inclusive learning pose a challenge in the already swollen classrooms since it compromises individual attention because of the diverse needs of the learners vis-a-vis teachers workload (Nokes, Dole, & Hacker, 2007). There is limited access to resources attributed to the large enrollments, key among them are textbooks. Ihejirika (2011) acknowledge the fact that the pupil/textbook ratio is a significant measure of effective teaching because pupils heavily rely on text books. Therefore, in a constrained textbook environment, it is difficult for a teacher to implement the History curriculum effectively. Other related constrained resources include overcrowded buildings, noisy and unsafe environments, poorly ventilated classrooms, water and sanitation facilities which are neither supportive to the learner nor the teachers thus impeding effective teaching (Buodu, 2016).

A question that is certainly worth an answer is; what accounts for the current state of history in the country? Historians, History educators and History students may be quick to point to a host of problems relating to Historical pedagogy, availability of human and material resources, and the turn of attention towards the so-called economically viable subjects. Though it might be difficult to hold a single factor as the cause, the problem certainly cannot be dissociated from how the subject is taught. For instance, Banu (2009) observed that for some time, History teachers have adopted the classical methods of teaching with little or no innovation. Since interest in the subject is gained primarily through how the subject is taught and/or presented to learners, issues and conditions surrounding the teaching of the subject might plausibly explain the current state of History especially at the Senior Secondary School level. The issues raised above point to a need to seek teachers' views as to what factors hamper the teaching of history. This study therefore aimed at uncovering the problems and prospects of teaching History in Secondary School in Ilorin Metropolis, Kwara State.

Statement of the Problem

Although History is an important school subject which conveys invaluable

lessons from the past and whose worth transcends regional, national and cultural boundaries, its contents are not being taught well and as a result, learners do not gain deep appreciation of the relevance of learning History as a subject. This results to the extremely low students' knowledge of the history of their communities and the world around them which became a major set-back in the pedagogical process. It is thus evident that there are a number of factors hindering the effective teaching of History in Nigeria especially at the Senior Secondary School level. This had been a researcher's concern to look into the problems and prospects of teaching History in Secondary School in Ilorin Metropolis, Kwara State.

Purpose of the Study

The purpose of this is to investigate the problems and prospects of teaching history in secondary schools in Ilorin metropolis, Kwara state.

Research Questions

The following questions were answered;

- (a) What are the problems of teaching history in secondary schools?
- (b) What are the prospect of teaching history in secondary schools?

Research hypotheses

The following hypotheses were tested:

- H₀₁: there is no significant difference in the problems of teaching History in secondary schools based on teachers' gender
- H₀₂: there is no significant in the problems of teaching History in secondary schools based on teachers' qualifications
- H₀₃: there is no significant difference in the problems of teaching History in secondary schools based on teachers' teaching experience
- H₀₄: there is no significant difference in the perceived prospects of teaching History in secondary schools based on teachers' gender
- H₀₅: there is no significant difference in the perceived prospects of teaching History in secondary schools based on teachers' qualifications
- H₀₆: there is no significant difference in the perceived prospects of teaching History in secondary schools based on teachers' years of teaching

Research Methodology

This study was a descriptive survey type. The population for this study

consisted of all secondary schools within Ilorin metropolis. The sample population consisted of fifteen (15) selected secondary schools in Ilorin metropolis. Five (5) secondary schools were selected using systematic random sampling technique from each Local Government Area to make a total of 20 schools. The instrument used to collect data was a questionnaire that was developed by the researcher. The questionnaire contained 10 items on problems another 10 items on prospects of History structured in a four points likert rating scale with a reliability coefficient 0.69. The data collected were analysed using mean rating to answer the research questions while the hypotheses were tested using independent t-test and Analysis of Variance (ANOVA) at 0.05 level of significance.

Data Analysis and Results

Out of 40 (100%) History teachers that were sampled, 17 (42.5%) of the respondents were male teachers while 23 (57.5%) of the respondents were female teachers. Also, 9 (22.5%) of the respondents were NCE holders; 26 (65.0%) were BSc/BSc (Ed) holders and 5 (12.5%) were M.Sc/M.Ed. holders. In addition, 25 (62.5%) of the respondents were within 0 – 10 years of teaching experience; 12 (30.0%) were within 11 – 20 years of teaching experience while 3 (7.5%) were within 21 years and above of teaching experience.

Answers to Research Questions

Descriptive statistics of mean were used to answer research questions 1 while other research questions were hypothesised

Research Questions One: What are the problems of teaching history in secondary schools in Ilorin Metropolis?

A cut-off score of 2.50 was used as the baseline for determining participants' responses since the questionnaire items were structured in a four-response-type. Therefore, items found with mean scores equal or above 2.50 were 'Affirmed' as the problems of teaching of History while items with mean scores below 2.50 were remarked otherwise.

Table 1: Mean and Rank Order of History of the Problems of Teaching History in Senior Secondary Schools in Ilorin Metropolis

SN	Problems of Teaching History	Mean	Rank	Remark
1	Teachers Inadequate knowledge of the subject matter affect the teaching of history	3.71	1 st	Affirmed
2	Inadequate instructional materials is a constraints to the teaching of history in secondary schools	3.56	2 nd	Affirmed
3	Excessive history curriculum content serves as a constrain for the effective teaching of history	3.43	3 rd	Affirmed
4	inadequate time allotted for teaching activities serves as a constrain for the effective teaching of history	3.37	4 th	Affirmed
5	Poor implementation of history curriculum serve as a constrain for the teaching of history in secondary school	3.34	5 th	Affirmed
6	Teachers with low teaching experience find it difficult for the teaching of history in secondary school	3.02	6 th	Affirmed
7	Inadequate knowledge of the past and date of event serve as a challenges for teaching history in secondary school	3.02	6 th	Affirmed
8	Poor attitude of student submissiveness to the learning of history affect the teaching of history in secondary school	2.94	8 th	Affirmed
9	Unavailability of history teachers to teach history in secondary school	2.91	9 th	Affirmed
10	unavailability of suitable method of teaching affect the teaching of history in secondary school	2.83	10 th	Affirmed

As revealed in Table 1, the mean score of all the items are above 2.50. This implies that the problems of teaching history in secondary schools are teachers' inadequate knowledge of the subject matter, inadequate instructional materials, excessive history curriculum content, inadequate time allotted for teaching activities; poor implementation of history curriculum; teachers with low teaching

experience; inadequate knowledge of the past and date of event; poor attitude of student submissiveness to the learning of history; unavailability of history teachers to teach history; and unavailability of suitable method of teaching.

Research Questions Two: What are the prospects of teaching history in secondary schools in Ilorin Metropolis?

A cut-off score of 2.50 was used as the baseline for determining participants' responses since the questionnaire items were structured in a four-response-type. Therefore, items found with mean scores equal or above 2.50 were 'Affirmed' as the prospects of teaching of History while items with mean scores below 2.50 were remarked otherwise

Table 2: Mean and Rank Order of History of the Prospects of Teaching History in Senior Secondary Schools in Ilorin Metropolis

SN	Prospects of Teaching History	Mean	Rank	Re-mark
1	Teaching of history reveals the successes, achievements and failures of antecedent generations to the contemporary case and sets the stage for a better living	3.51	1 st	Af-firmed
2	History teaching helps the student to gain deeper understanding of how the world around them came to be	3.36	2 nd	Af-firmed
3	The study of history promotes national harmony and unity as it enables the students to learn about, appreciate and respect the cultures of other ethnic groups beside their own	3.13	3 rd	Af-firmed
4	History education develops in students the ability to think critically through the weighing of evidence, discerning facts from fancy, and being less susceptible to propaganda	3.07	4 th	Af-firmed
5	Study of history acquaints students with the historical methodology to help to facilitate the effective decision makings needed in life	2.94	5 th	Af-firmed
6	History education create a sense of identity and promotion of pride in heritage	2.72	6 th	Af-firmed
7	Through history teaching, students can become patriotic, be able to know and take pride in his or her own heritage and be motivated	2.62	6 th	Af-firmed
8	The knowledge of history draws on significant events of the past to inform the present and to safeguard the future	2.58	8 th	Af-firmed
9	History education introduces students to their heritage by teaching them about their society.	2.54	9 th	Af-firmed
10	Through a narrative of the national story, history education drives home an understanding of national values that brings with it commitment to national loyalty	2.51	10 th	Af-firmed

As revealed in Table 2, the mean score of all the items are above 2.50. This shows that, the teaching of history reveals the successes, achievements and failures of antecedent generations to the contemporary case and sets the stage for a better living; helps the students to gain deeper understanding of how the world around them came to be; promotes national harmony and unity as it enables the students to learn about, appreciate and respect the cultures of other ethnic groups beside their

own; develops in students the ability to think critically through the weighing of evidence, discerning facts from fancy, and being less susceptible to propaganda; study of history acquaints students with the historical methodology to help to facilitate the effective decision makings needed in life; History education create a sense of identity and promotion of pride in heritage; through history teaching, students can become patriotic, be able to know and take pride in his or her own heritage and be motivated; the knowledge of history draws on significant events of the past to inform the present and to safeguard the future; History education introduces students to their heritage by teaching them about their society; through a narrative of the national story, history education drives home an understanding of national values that brings with it commitment to national loyalty.

Hypotheses Testing:

Hypotheses postulated were tested using independent t-test and Analysis of Variance (ANOVA) at 0.05 level of significance

Hypothesis One: There is no significant difference in the perceived problems of teaching History in secondary schools based on teachers' gender

Table 3: t-test Statistics Showing the Difference in the Perceived Problems of Teaching History in Senior Secondary Schools Based on Gender

Gender	No	Mean	S. D.	df	t-value	Sig	Remark
Male	17	13.821	3.409				
				38	1.642	0.12	NS
Female	23	13.975	3.454				

*Insignificant at $p > 0.05$

Table 3 shows that the t-value 1.642 is obtained with a p-value of 0.12 computed at 0.05 alpha level. Since the p-value of 0.12 is greater than 0.05 level of significance, the null hypothesis one is retained. Therefore, there is no statistically significant difference in the perceived problems of teaching History in Senior Secondary Schools in Ilorin Metropolis based on gender ($t_{(38)} = 1.642, p > 0.05$).

Hypothesis Two: There is no significant difference in the perceived problems of teaching History in secondary schools based on teachers' qualifications

Table 4: ANOVA Summary of the Difference in the perceived problems of teaching History in Senior Secondary Schools based on Qualifications

Variables	Sum of Squares	df	Mean Square	F	Sig.	Remark
Between Groups	331.248	2	165.624			
Within Groups	5584.345	37	150.928	1.097	0.31	NS
Total	5815.593	39				

*Insignificant at $p > 0.05$

As shown in table 4, the F-value of 1.097 with a p-value of 0.31 computed at 0.05 alpha level. Since the p-value of 0.31 obtained is greater than 0.05 level of significance, the null hypothesis three is retained. This thus implies that there is no statistically significant difference in the perceived problems of teaching History in Senior Secondary Schools in Ilorin Metropolis based on qualifications ($F_{(2,37)} = 1.097, p > 0.05$).

Hypothesis Three: There is no significant difference in the perceived problems of teaching History in secondary schools based on teachers' experience

Table 5: ANOVA Summary of the Difference in the Perceived problems of teaching History in Senior Secondary Schools based on Teachers' Experience

Variables	Sum of Squares	Df	Mean Square	F	Sig.	Remark
Between Groups	272.645	2	136.323			
Within Groups	4856.465	37	131.256	1.039	0.09	NS
Total	5139.110	39				

*insignificant at $p > 0.05$

As shown in table 5, the F-value of 1.039 with a p-value of 0.09 computed at 0.05 alpha level. Since the p-value of 0.09 obtained is greater than 0.05 level of significance, the null hypothesis four is retained. This, thus, implies that there is no statistically significant difference in the perceived problems of teaching History in Senior Secondary Schools in Ilorin Metropolis based on teaching experience ($F_{(2,37)} = 1.039, p > 0.05$).

Hypothesis Four: There is no significant difference in the perceived prospects of teaching History in secondary schools based on teachers' gender

Table 6: t-test Statistics Showing the Difference in the Perceived Prospects of Teaching History in Senior Secondary Schools Based on Gender

Gender	No	Mean	S. D.	df	t-value	Sig	Remark
Male	17	14.352	2.334				
				38	1.125	0.17	NS
Female	23	13.719	2.868				

*Insignificant at $p > 0.05$

Table 6 shows that the t-value 1.125 is obtained with a p-value of 0.17 computed at 0.05 alpha level. Since the p-value of 0.17 is greater than 0.05 level of significance, the null hypothesis one is retained. Therefore, there is no statistically significant difference in the perceived prospects of teaching History in Senior Secondary Schools in Ilorin Metropolis based on gender ($t_{(38)} = 1.125, p > 0.05$).

Hypothesis Five: There is no significant difference in the perceived prospects of teaching History in secondary schools based on teachers' qualifications

Table 7: ANOVA Summary of the Difference in the Perceived Prospects of Teaching History in Senior Secondary Schools based on Qualifications

Variables	Sum of Squares	Df	Mean Square	F	Sig.	Remark
Between Groups	241.242	2	120.621			
Within Groups	5644.241	37	152.547	0.791	0.63	NS
Total	5885.483	39				

*Insignificant at $p > 0.05$

As shown in table 7, the F-value of 0.791 with a p-value of 0.63 computed at 0.05 alpha level. Since the p-value of 0.63 obtained is greater than 0.05 level of significance, the null hypothesis three is retained. This thus implies that there is no statistically significant difference in the perceived prospects of teaching History in Senior Secondary Schools in Ilorin Metropolis based on qualifications ($F_{(2, 37)} = 0.91, p > 0.05$).

Hypothesis Six: There is no significant difference in the perceived prospects of teaching History in secondary schools based on teachers' experience

Table 8: ANOVA Summary of the Difference in the Perceived Prospects of Teaching History in Senior Secondary Schools Based on Teachers' Experience

Variables	Sum of Squares	Df	Mean Square	F	Sig.	Remark
Between Groups	232.246	2	116.123			
Within Groups	3814.216	37	103.087	1.127	0.08	NS
Total	6046.462	39				

*Insign *Insignificant at $p > 0.05$

As shown in table 8, the F-value of 1.127 with a p-value of 0.08 computed at 0.05 alpha level. Since the p-value of 0.08 obtained is greater than 0.05 level of significance, the null hypothesis four is retained. This thus implies that there is no statistically significant difference in the perceived prospects of teaching History in Senior Secondary Schools in Ilorin Metropolis based on teaching experience ($F_{(2, 37)} = 1.039, p > 0.05$).

Discussion

Findings from this study revealed that the problems of teaching history in secondary schools are teachers' inadequate knowledge of the subject matter, inadequate instructional materials, excessive history curriculum content, poor time allotted for teaching activities; poor implementation of history curriculum; teachers with low teaching experience; inadequate knowledge of the past and date of event; poor attitude of student submissiveness to the learning of history; unavailability of history teachers to teach history; and unavailability of suitable method of teaching. This result supports the study of Banu (2009) whose findings indicated inadequate qualified teachers coupled with shortage of teaching infrastructural facilities hinder effective teaching process in Bangladesh.

The second finding obtained from this study showed that the teaching of history reveals the successes, achievements and failures of antecedent generations to the contemporary case and sets the stage for a better living; helps the student to gain deeper understanding of how the world around them came to be; promotes national harmony and unity as it enables the students to learn about, appreciate and respect

the cultures of other ethnic groups beside their own; develops in students the ability to think critically through the weighing of evidence, discerning facts from fancy, and being less susceptible to propaganda; study of history acquaints students with the historical methodology to help to facilitate the effective decision makings needed in life; History education create a sense of identity and promotion of pride in heritage; through history teaching, students can become patriotic, be able to know and take pride in his or her own heritage and be motivated; the knowledge of history draws on significant events of the past to inform the present and to safeguard the future; History education introduces students to their heritage by teaching them about their society; through a narrative of the national story, history education drives home an understanding of national values that brings with it commitment to national loyalty. This result is in line with findings of Blumberg (2008) which revealed that integration of mother tongue in the teaching of History at elementary (Senior Secondary) schools is necessary not only for effective classroom instructional delivery to take place but also for facilitating learning of History among pupils.

The third findings revealed that there was no statistically significant difference in the perceived problems of teaching History in Senior Secondary schools in Ilorin East Local Government Area, Ilorin, Kwara State, Nigeria based on teachers' gender. This result is in line with the study of Anjaneyulu (2015), which revealed non-statistical difference in the factors influencing the teaching of Science core subjects at the University of Toronto between male and female lecturers. However, this outcome disagrees with David and Alan (2015) whose findings revealed that male teachers found teaching less difficult when compared with their female counterpart.

The fourth finding of this study indicated that there was no statistically significant difference in the perceived problems of teaching History in Senior Secondary schools in Ilorin Metropolis, Kwara State, Nigeria based on teachers' qualifications. This finding disagrees with the outcome of Gathumbi (2013) which revealed that teachers with additional teaching qualifications found teaching more interesting and did not experience difficulty during the course of delivering instruction than teachers with less teaching qualifications in Higher Institution in Niger State, Nigeria.

The fifth finding obtained from this study revealed that there was no statistically significant difference in the perceived problems of teaching History in Senior Secondary schools in Ilorin Metropolis, Kwara State, Nigeria based on teaching experience. The sixth finding revealed that there is no statistically

significant difference in the perceived prospects of teaching History in Senior Secondary Schools in Ilorin Metropolis based on gender. There was also no statistically significant difference in the perceived prospects of teaching History in Senior Secondary Schools in Ilorin Metropolis based on qualifications. In addition, there is no statistically significant difference in the perceived prospects of teaching History in Senior Secondary Schools in Ilorin Metropolis based on teaching experience.

Conclusions

Based on the findings obtained from this study, it could be concluded that the problems of teaching History are teachers' inadequate knowledge of the subject matter, inadequate instructional materials, excessive history curriculum content, poor time allotted for teaching activities; poor implementation of history curriculum; teachers with low teaching experience; inadequate knowledge of the past and date of event. The prospects of History has been affirmed to help the students to gain deeper understanding of how the world around them came to be; promotes national harmony and unity as it enable the students to learn about, appreciate and respect the cultures of other ethnic groups beside their own. It could also be concluded that there is no discrepancy in the perceived problems and prospects of teaching History on the basis of teachers' gender, qualifications and teaching experience.

Recommendations

With respect to the findings gathered for this study, the following recommendations are proffered;

1. There is need to make available and adequate up-to-date reading materials for the teachers/students to facilitate the teaching and learning of History in Senior Secondary schools
2. There is need to provide teacher-support instructional materials that are totally inclusive of what is required to present and support the lesson.
3. There is need to make teaching infrastructural facilities available and adequate for effective teaching of History in Senior Secondary schools
4. There is need to organize in-service professional development training for teachers to improve their teaching communicative skills for effective teaching of History
5. There should also be adequate teachers' remuneration, prompt payment of

salary and other fringe benefits to motivate teachers for effective teaching of History.

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