

**PROBLEMS OF TEACHING HISTORY IN NIGERIA SECONDARY SCHOOL (A  
CASE STUDY OF OREDO LOCAL GOVERNMENT AREA, EDO STATE)**

**BY**

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**A PROJECT SUBMITTED TO THE DEPARTMENT OF EDUCATIONAL  
FOUNDATIONS, FACULTY OF EDUCATION, UNIVERSITY OF BENIN, BENIN CITY,  
AS PARTIAL FULFILMENT OF THE REQUIREMENTS FOR THE AWARD OF B.A  
(Ed) DEGREE IN EDUCATION AND HISTORY.**

**SEPTEMBER, 2023**

## CERTIFICATION

We, the undersigned certify that this study was carried out by Precious Itohan EBOIGBE with matriculation EDU1903573 in the Department of Educational Foundations, Faculty of Education, University of Benin

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## **DEDICATION**

The project work is solely dedicated to my lovely parents, Mr and Mrs Eboigbe, for their all round support and unwavering encouragement in making sure that I get the best in this my academic pursuit.

## ACKNOWLEDGEMENTS

The researcher is entirely grateful for to God Almighty for Hiss love, direction and provision so far.

The researcher is also grateful to her project supervisor, Mrs. E. O. Obozokhae, for her valuable and thorough contribution in making sure that this project works comes out successfull and also emerge as one of the best.

This could only have been possible through her inspiration, guidance, and constructive criticism, all of which had enabled me to complete this work.

The researcher would also like to acknowledge and appreciate her project coordinator, Dr (Mrs) P.Y.lordye, her Head of Department (HOD), Mr Osawaru, her course Adviser (400 level), Mr Monday , her course adviser (300 level), Mr Samuel ugonoh, Mr Philips Imoukhuede, And every other lecturer in the Department of Educational Foundations, Faculty of Education and the Department of History and International studies, Faculty of Arts.

The researcher can not fail to also appreciate her lovely and ever supportive parents. Mr Eboigbe Edeaghe and Mrs Joy Eboigbe Edeaghe, for all their support , advices, prayers,and financial supports in my academic pursuit.

She also appreciates and acknowledges her sweet siblings. ( Victor, kelvin ,blessing,Franca,and faith).Also to her uncle (Ogbeide jacob)I'm grateful for the massive contributions and to her late

uncle (Friday Jacob Enosegbe) keep resting in the bosom of the lord. Also to her lovely friends that University of Benin gave her, ( Jenny D.C, Faith, Jennifer,silver,Annabel). She appreciate you all.

And lastly to her L.F.C Eguoevaen (winners chapel) She's also grateful for making her stay in university of Benin worthwhile.

Thank you all for your love and support towards her now and in the time past, God bless you all richly. You are all loved.

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## **ABSTRACT**

The study aimed to assess the problems of teaching history in Nigeria secondary school using secondary schools in Oredo Local Government Area, Edo State, as a case study. Four (4) research questions guided this study.

The population of this study comprised of a sample of one hundred and forty-four (144) respondents which was selected through simple random sampling technique. The study adopted survey research design for the study and the major instruments used for data collection was questionnaire.

The findings of the study revealed that the shortage of qualified history teachers in Nigerian secondary schools highly impact the quality of history education, that inadequate instructional materials and resources to a high extent hinders the effective teaching and learning of history in Nigerian secondary schools, the results of the analysis conducted revealed that the current history curriculum in Nigerian secondary schools fails to represent Nigeria's rich historical and cultural diversity, and highly affects student interest and engagement and also revealed that the marginalization of history as a subject within the Nigerian secondary school curriculum has highly contributed to the decline in its popularity among students and educators.

## CHAPTER ONE

### INTRODUCTION

#### **Background to the Study**

The teaching of history in Nigerian secondary schools has long been a subject of concern among educators, policymakers, and researchers, with numerous studies highlighting the multifaceted problems facing the effective teaching and learning of the subject (Adeyemi, 2011). The importance of history education in fostering national identity, cultural awareness, and critical thinking skills cannot be overstated, yet several factors continue to impede the successful implementation of history education in the country (Ogunyemi, 2017).

The roots of history education in Nigeria can be traced back to the colonial era when the British introduced Western-style education, including the teaching of history as part of the curriculum (Fafunwa, 1974). However, the emphasis was primarily on European history, leaving little room for the exploration of indigenous histories and cultures (Iyela & Onyekpe, 2015). The post-independence period saw a shift towards the inclusion of Nigerian and African history in the curriculum, but various challenges persisted in delivering effective history education (Dike, 2013).

One of the most significant problem facing history education in Nigeria is the lack of qualified and competent history teachers (Usman, 2015). The shortage of skilled educators is due in part to

the low enrollment of students in history education programs at tertiary institutions, which has resulted in a dearth of well-trained professionals entering the teaching profession (Iheanacho & Ayeni, 2016). This situation has been exacerbated by the limited professional development opportunities available to existing history teachers, which has impeded their ability to keep up with current pedagogical practices and improve their teaching methods (Adeyemi, 2011).

The inadequacy of instructional materials and resources is another major problem in teaching history in Nigerian secondary schools (Salami, 2012). Many schools, particularly in rural areas, lack access to essential resources such as textbooks, audio-visual aids, and technology-enhanced learning tools that are crucial for creating engaging and meaningful learning experiences for students (Nwosu, 2019). The scarcity of resources not only limits teachers' ability to effectively deliver the curriculum but also hinders students' capacity to develop a deep understanding of historical events and processes (Ogunyemi, 2017).

The content and structure of the history curriculum in Nigerian secondary schools have also been widely criticized for not adequately representing the nation's rich historical and cultural diversity (Iyela & Onyekpe, 2015). Critics argue that the current curriculum is disconnected from the lived experiences of students, leading to a lack of interest and relevance (Ugwu, 2016). Furthermore, the curriculum has been described as overly focused on memorization and rote learning, which stifles the development of critical thinking and analytical skills that are essential for a comprehensive understanding of history (Adeleke, 2018).

In addition to the above-mentioned issues, the marginalization of history as a subject within the Nigerian secondary school curriculum has been identified as a significant problem affecting its popularity and effectiveness (Ojo, 2011). The relegation of history to a peripheral position in the curriculum has contributed to a decline in students' interest and engagement in the subject, as well as a decreased emphasis on history education by school administrators and policymakers (Omoregie, 2015). This marginalization has also led to a general lack of appreciation for the value of history in fostering critical thinking, problem-solving, and understanding of the nation's heritage and culture (Ogunyemi, 2017).

Based on these introductory themes, this study seeks to appraise the problems of teaching history in Nigerian secondary schools using Oredo Local Government Area as a case study.

### **Statement of the Problem**

The problems of teaching history in Nigerian secondary schools have been a recurring concern among educators, scholars, and policymakers in the country (Adeyemi, 2011; Adebayo, 2014; Oloko, 2016). A myriad of challenges have plagued the effective teaching and learning of history, which include inadequate resources, outdated teaching methods, and the lack of emphasis on the subject in the curriculum (Ogunyemi, 2017; Adeleke, 2018; Akinsanya, 2019).

One significant issue is the dearth of qualified and competent history teachers, which has been attributed to the low enrolment of students in history education programs at tertiary

institutions. This shortage of well-trained teachers has further compounded the problem of implementing learner-centered and activity-based teaching methods that have been identified as effective pedagogical approaches in history education (Iheanacho & Ayeni, 2016; Akanbi, 2018). Another contributing factor to the problem is the inadequate instructional materials and resources needed to teach history effectively in secondary schools (Salami, 2012; Amadi, 2017). Many schools, especially those in rural areas, lack essential facilities such as textbooks, audio-visual aids, and technology-enhanced learning tools, which are vital for creating engaging and meaningful learning experiences for students (Nwosu, 2019; Ezeudu, 2020).

The issue of a disconnected curriculum has also been highlighted as a key concern in the teaching of history in Nigerian secondary schools. Critics argue that the current curriculum does not adequately represent Nigeria's rich historical and cultural diversity, leading to a lack of interest and relevance among students (Ugwu, 2016; Balogun, 2019). Furthermore, the marginalization of history as a subject within the Nigerian secondary school curriculum has led to a decline in its popularity among students and educators alike. This lack of emphasis on history has resulted in an overall decrease in the quality of history education and the production of citizens who lack a deep understanding of their national identity and heritage (Omorie, 2015; Yusuf, 2017).

As a result, this study seeks to assess the problems of teaching history in Nigeria secondary using secondary schools in Oredo Local Government Area, Edo State, as a case study.

## **Research Questions**

The following research questions are raised to guide study:

- i. How does the shortage of qualified history teachers in Nigerian secondary schools impact the quality of history education?
- ii. To what extent do inadequate instructional materials and resources hinder the effective teaching and learning of history in Nigerian secondary schools?
- iii. How does the current history curriculum in Nigerian secondary schools fail to represent Nigeria's rich historical and cultural diversity, and how does this affect student interest and engagement?
- iv. In what ways has the marginalization of history as a subject within the Nigerian secondary school curriculum contributed to the decline in its popularity among students and educators?

## **Purpose of the Study**

The main purpose of the study is to assess the problems of teaching history in Nigeria secondary school using secondary schools in Oredo Local Government Area, Edo State, as a case study. Specifically, the study sought to:

- i. Investigate the effects of the shortage of qualified history teachers on the quality of history education in Nigerian secondary schools.
- ii. Assess the impact of inadequate instructional materials and resources on the teaching and learning of history in Nigerian secondary schools.
- iii. Analyze the current history curriculum in Nigerian secondary schools and identify its shortcomings in representing Nigeria's historical and cultural diversity.
- iv. Examine the consequences of marginalizing history as a subject within the Nigerian secondary school curriculum on its popularity and relevance among students and educators.

### **Significance of the Study**

This study holds significant implications for various stakeholders, as it highlights the challenges faced in delivering quality history education and proposes evidence-based solutions to address these issues.

**Educators and Teachers:** The study's findings can inform teachers about the current challenges in teaching history and provide them with innovative strategies to improve their pedagogical approaches. By understanding the problems, educators can adapt their teaching methods and better engage with their students, fostering an interest in history and enhancing learning outcomes.

**Researchers and Academics:** The study can contribute to the growing body of research on history education in Nigeria and provide a foundation for future research on the subject. By examining the problems of teaching history in secondary schools, the study can spur further investigations into the underlying causes and potential solutions, fostering a collaborative effort to improve history education in Nigeria.

### **Scope and Delimitation**

This research would assess the problems of teaching history in Nigeria secondary school using secondary schools. However, this study is limited to secondary schools in Oredo Local Government Area, Edo State.

### **Definition of Terms**

**History Education:** The teaching and learning of history as a subject, encompassing the acquisition of historical knowledge, understanding of historical events and processes, and the development of critical thinking and analytical skills.

**National Identity:** A sense of belonging to a nation, shaped by shared cultural, historical, and political experiences, and fostered through history education.

**Pedagogical Practices:** The methods and approaches used by teachers to deliver instruction, facilitate learning, and assess student progress in the classroom.

**Curriculum:** A structured and organized framework for teaching and learning, which includes the content, objectives, and assessment strategies for a particular subject or course.

**Instructional Materials:** The resources and tools used by teachers and students to support teaching and learning, such as textbooks, audio-visual aids, and technology-enhanced learning tools.

**Marginalization of History:** The relegation of history as a subject to a peripheral position within the curriculum or educational system, resulting in a decreased emphasis on its importance, relevance, and value.

## **CHAPTER TWO**

### **REVIEW OF RELATED LITERATURE**

This chapter dwells on an in-depth examination of the literature that are relevant and linked with the subject of this study. The review includes all of the concepts, empirical evidence, and theoretical explanations necessary for a thorough analysis and knowledge of the research. It is presented under the following subheadings:

1. Theoretical framework
2. Concept and meaning of history
3. Origin and Evolution of history
4. Problems of teaching history in Nigeria secondary school
5. The effects of the shortage of qualified history teachers on the quality of history education in Nigerian secondary schools
6. The impact of inadequate instructional materials and resources on the teaching and learning of history in Nigerian secondary school
7. The current history curriculum in Nigerian secondary school and its shortcomings in representing Nigeria's historical and cultural diversity

8. The consequences of marginalizing history as a subject within the Nigeria secondary school curriculum on its popularity and relevance among students and educators
9. Summary of reviewed literature

## **Theoretical Framework**

The theoretical framework of this study would largely revolve around three major educational theories: Constructivism (Piaget, 1950; Vygotsky, 1978), Critical Pedagogy (Freire, 1970; Giroux, 1981), and Cultural-Historical Activity Theory (Leont'ev, 1978; Engeström, 1987).

Constructivism posits that learners construct knowledge based on their experiences (Piaget, 1950; Vygotsky, 1978). In the context of teaching history, this theory is pertinent as it underscores the importance of making historical learning meaningful and relatable to students, which can be challenging in the multicultural and multi-ethnic Nigerian society.

Critical Pedagogy (Freire, 1970; Giroux, 1981) advocates for education that helps students question and challenge domination, and the beliefs and practices that dominate. It is particularly relevant to history education as it encourages students to critically engage with historical narratives, understand the power structures and influences behind historical events, and the implications of these events on their present lives.

Cultural-Historical Activity Theory (CHAT) focuses on the social aspects of cognition, originating from the work of Lev Vygotsky and further developed by his students and followers

in Russia (Leont'ev, 1978; Engeström, 1987). Cultural-Historical Activity Theory could illuminate the systemic and organizational challenges in teaching history in Nigerian secondary schools, such as the integration of local histories and narratives.

Several academicians have explored these theories in-depth, discussing their complexity and dynamism. The constructivist perspective has been critiqued for its over-reliance on individual cognition and underestimation of the influence of culture and society (Rogoff, 1990; Lave & Wenger, 1991). In relation to history education, Seixas (1993) and VanSledright (2002) emphasize the need for balancing factual knowledge with interpretive skills. The theory of Critical Pedagogy has seen debates regarding its applicability across different contexts (Kincheloe, 2008; McLaren, 2015). It's argued that without understanding the local socio-political realities, Critical Pedagogy may risk becoming a tool of the dominant culture itself (Apple, 1990; Darder, 2017). In the context of history education, Barton and Levstik (2004) and Wineburg (2001) discuss the role of critical thinking and social justice orientation in shaping students' historical consciousness.

For Cultural-Historical Activity Theory, critics like Daniels (2001) and Yamagata-Lynch (2010) have noted its difficulty in identifying and analysing contradictions within and between different levels of activity systems. However, they also argue that these complexities make CHAT a powerful framework for understanding institutional practices such as education. In

terms of history education, the work of Moje (1996) and Stetsenko (2008) offer valuable insights into how local cultural narratives can be incorporated into the curriculum.

These theories have profound implications for education, as demonstrated by several researchers. Constructivism, with its emphasis on active learning, advocates for student-centred pedagogical practices (Brooks & Brooks, 1993; Fosnot & Perry, 2005). Critical Pedagogy, by challenging traditional power structures, supports a more democratic classroom environment, fostering critical thinking, and enhancing student engagement (Giroux, 2003; Kincheloe, 2008). CHAT provides a holistic understanding of the social, cultural, and institutional factors influencing educational practices (Engeström, 2001; Yamagata-Lynch, 2010).

Applying these theories to the problems of teaching history in Nigerian secondary schools can offer several insights. Constructivist approaches can facilitate the development of pedagogies that make historical learning more meaningful and engaging (Levstik & Barton, 2001). However, in the Nigerian context, it is critical to account for the diverse cultural backgrounds of students and ensuring that different perspectives and narratives are included in the curriculum (Taiwo, 1980; Ejiga, 2018). Critical Pedagogy can encourage students to critically engage with history, enabling them to understand the socio-political influences shaping historical events and narratives. This may promote a more comprehensive and nuanced understanding of history that goes beyond rote learning of facts and dates (Nwaubani, 2008; Olaniyan, 2015). Cultural-Historical Activity Theory can help in identifying systemic and

organizational barriers in history teaching, and in designing interventions that address these challenges. For instance, the disconnect between local histories and the national curriculum could be examined using a Cultural-Historical Activity Theory framework to propose more inclusive and locally relevant curricula (Ajibade, 2015; Adebayo, 2017).

These theories thus provide valuable lenses through which to study the problems of teaching history in Nigerian secondary schools, informing a research approach that is both theoretically grounded and contextually sensitive.

### **Concept and Meaning of History**

The concept of history as an academic discipline has always been subject to various interpretations and controversies. The common view posits history as the objective and accurate reconstruction of the past. However, Carr (1961) argued against this premise, asserting that history is a continuous interaction between the historian and his or her facts, an unending dialogue between the present and the past. More recently, Jordanova (2019) suggested that history is about identifying, interpreting, and making sense of what happened in the past and why it happened, asserting that history cannot be separated from the perspectives of those who write it. Additionally, Jenkins (2017) contended that history should not just be seen as the study of the past but also as the study of the changing nature of human societies.

Understanding and interpreting history is crucial, as it shapes our present and guides our future actions. According to Spadafora (2018), history plays a vital role in providing a sense of identity, creating social cohesion and offering lessons for current and future decisions. In terms of education, history teaching should not merely involve remembering dates and events, but instead foster skills such as critical thinking, analyzing multiple perspectives, and constructing arguments (Seixas & Morton, 2013).

Turning our attention to Nigeria, the importance of history in secondary schools cannot be overstated. This stems from the role it plays in shaping the national identity, teaching democratic values, and fostering social development. A study conducted by Adeyemi and Bolarinwa (2016) showed that a well-structured history curriculum fosters a sense of national identity among students. In a country with over 250 ethnic groups, the teaching of history can promote mutual understanding and national unity. Another critical aspect of teaching history in Nigerian secondary schools is its potential to inculcate democratic values. In his study, Ojedokun (2017) found that historical knowledge could act as a tool for strengthening democracy by teaching students about the struggles for human rights, the importance of rule of law, and the consequences of dictatorship.

Furthermore, Adeyinka, Gidado, and Olotu (2015) argued that the teaching of history in Nigerian secondary schools could foster social development. This is because historical knowledge encourages empathy, tolerance, and respect for others. Similarly, Okafor and Arinze-

Onyia (2019) suggested that history teaching in schools can promote peace education and conflict resolution, which are vital in a country like Nigeria with a history of inter-ethnic conflicts.

A recent study by Ugwuanyi (2020) also demonstrated the connection between history teaching and sustainable development. It highlighted that the historical knowledge acquired in secondary schools could help students appreciate the importance of sustainability and be proactive in finding solutions to environmental issues.

In contrast, Afolabi (2020) emphasized the role of history in decolonizing education. By teaching the colonial past, history education can empower students to challenge neo-colonial narratives and structures in the Nigerian context.

### **Origin and Evolution History**

History, as a concept and discipline, originates from the human need to understand the past, trace cultural or societal changes, and predict future patterns (Fasolt, 2015). The Ancient Greeks were arguably the first to adopt "historiography", which is the systematic writing of history. Herodotus, known as the "father of history," documented significant events of his time in a way that sought not just to record, but to understand why events happened (Marincola, 2017).

The evolution of historiography has been influenced by cultural, philosophical, and political shifts. The Enlightenment period, for instance, marked a transition towards rationalism

and empirical evidence (Woolf, 2016). Leopold von Ranke, a 19th-century German historian, played a significant role in developing modern historical methods, emphasizing primary sources and an "objective" presentation of history (Iggers, 2015).

In the 20th century, the Annales School in France introduced a new focus on socio-economic structures over political events (Dosse, 2015). Postmodernist historians like Hayden White then questioned the objectivity and narrative structures of history, leading to a greater appreciation for multiple perspectives and the contextual nature of historical interpretation (White, 2015).

The origin of history in Nigeria can be traced to oral traditions and archaeological records. The Nok civilization, for example, is a key part of Nigeria's early history, evidenced by terracotta figures and iron tools (Shaw, 2016). Written history began with the advent of Islam and the creation of Arabic texts by scholars in northern Nigerian city-states like Kano and Sokoto (Lovejoy, 2018).

The study of Nigerian history evolved significantly with British colonial rule (1861-1960). Colonial historians often framed Nigeria's history within a Eurocentric perspective, emphasizing the "civilizing mission" of British rule (Falola, 2015). Post-independence, Nigerian historians started to challenge these narratives. Scholars like Kenneth Dike advocated for the use of African perspectives and indigenous sources to understand Nigeria's history (Afigbo, 2017). In recent years, historians have focused on themes such as pre-colonial political systems,

colonialism and its impacts, Nigeria's role in the transatlantic slave trade, and post-independence political, economic, and social issues (Falola and Heaton, 2016; Ogundiran, 2020). The emergence of global and transnational history has also influenced Nigerian historiography, emphasizing the links between Nigeria and the global African diaspora (Byfield, 2018).

### **Problems of Teaching History in Nigeria Secondary School**

Teaching history in Nigeria secondary schools poses numerous challenges that affect the quality of historical education. Understanding these problems is crucial for addressing the shortcomings and improving the teaching and learning of history in the country. Some of these problems includes the following:

1. **Inadequate instructional materials:** One significant problem faced in teaching history in Nigeria secondary schools is the lack of appropriate instructional materials. A study by Mshelia and Mshelia (2015) found that many schools lack textbooks, visual aids, and other resources necessary for effective teaching and learning of history.
2. **Limited time allocation:** History is often given limited time allocation in the secondary school curriculum, resulting in insufficient time for in-depth teaching and learning.

According to Adesoji (2016), the time allotted for history in the curriculum is inadequate to cover the required content effectively.

3. **Rote memorization:** Another challenge is the overemphasis on rote memorization rather than critical thinking and analysis. Ogunlade and Oyewo (2018) argue that the predominant teaching method in history classrooms in Nigeria relies on memorization, which hampers students' ability to understand historical concepts.
4. **Inadequate teacher training:** Many history teachers in Nigeria secondary schools lack sufficient training in pedagogy and content knowledge. Oyekunle, Olagunju, and Adeosun (2019) note that inadequate teacher training affects the quality of history education.
5. **Neglect of local history:** Nigerian history often takes a backseat to world history in the curriculum. A study by Okoro (2016) highlights the neglect of local history, which prevents students from developing a deep understanding of their own heritage and its significance.
6. **Poor infrastructure:** Insufficient infrastructure in many schools, including lack of libraries, classrooms, and audiovisual facilities, hinders effective history teaching. According to Fatile (2017), the lack of appropriate facilities poses a significant challenge to teaching and learning history in Nigeria secondary schools.
7. **Examination-focused teaching:** Due to the emphasis on standardized examinations, teaching becomes focused on memorization of facts and dates rather than historical

thinking. Adejoke and Ojo (2018) argue that this examination-driven approach limits students' understanding of history as a discipline.

8. **Inadequate assessment methods:** The assessment of history learning in Nigeria secondary schools is often limited to written examinations, neglecting other forms of assessment that could assess historical thinking skills. Ezeocha (2017) suggests that a diversified assessment approach should be employed to assess students' historical understanding effectively.
9. **Lack of student engagement:** Students often exhibit disinterest in history due to the perceived irrelevance of the subject. A study by Ocho (2018) highlights the need for engaging and interactive teaching methods to capture students' attention and foster their interest in history.
10. **Inaccurate and biased textbooks:** Some history textbooks used in Nigeria secondary schools contain inaccuracies, biases, and omissions. Osokoya and Akinsola (2016) argue that textbooks often present history from a particular perspective, leading to a distorted understanding of events and historical figures.

### **The Effects of the Shortage of Qualified History Teachers on the Quality of History Education in Nigeria Secondary Schools**

The shortage of qualified history teachers in Nigerian secondary schools has presented significant challenges to the quality of history education. A study by Onyene (2016)

demonstrated that the dearth of trained educators resulted in deficient pedagogical approaches. For instance, classes were frequently lecture-focused, with little interactive teaching or use of innovative techniques to enhance learning (Onyene, 2016).

Additionally, the shortage of specialized history teachers has resulted in many classes being taught by teachers from other disciplines, a phenomenon that impacts students' overall comprehension of history. This was shown in the findings of Okoro's (2017) study which discovered that these non-specialist teachers often lack the requisite knowledge to elucidate complex historical concepts, thereby leading to a superficial understanding of history among students (Okoro, 2017).

The lack of qualified history teachers also influences the scope and depth of history being taught. Subjects taught tend to be narrow and Eurocentric, which does not adequately represent the rich diversity and importance of Nigerian and African histories (Olaniyan, 2019). Olaniyan (2019) also revealed that due to the inadequacies of teacher preparation programs, newly qualified history teachers often lack knowledge about the recent developments and research in the field of history education.

The shortage of history teachers further impacts the students' motivation to study history. Adebayo and Adu (2020) pointed out that students' interest in history was significantly related to the quality of teaching. However, the lack of well-prepared teachers could lead to a disinterest in the subject. In many cases, students are dissuaded from studying history because of the poor

teaching methods, leading to a decline in students choosing history as a subject for their senior secondary and university education (Adebayo & Adu, 2020).

The effects of this shortage have been reflected in the results of the West African Senior School Certificate Examination (WASSCE). A study by Uche (2020) found a significant correlation between the decline in the number of history teachers and poor performance in history in the WASSCE. Uche (2020) argued that the situation worsened when non-specialist teachers were deployed to teach history, reflecting the teachers' inability to effectively teach the subject.

### **The Impact of Inadequate Instructional Materials and Resources on the Teaching and Learning of History in Nigeria Secondary School**

Instructional materials are resources that are used to present academic content. They are the tools teachers use to teach and students use to learn (Smaldino, Lowther, & Russell, 2015). Instructional materials could include textbooks, digital resources, manipulatives, or other resources that can facilitate the teaching and learning process (Kay, 2016).

Inadequate instructional materials and resources can significantly impact the teaching and learning of history in Nigerian secondary schools. Several studies have highlighted the issues that arise due to this inadequacy (Egbezor & Akporhonor, 2007). These studies have reported that the lack of appropriate instructional materials and resources has made it difficult for history

teachers to effectively impart knowledge, thereby negatively affecting the students' ability to learn and understand history (Ezekoka, 2015). According to a study by Okam (2018), the lack of instructional materials in secondary schools in Nigeria significantly affects teachers' ability to plan their lessons effectively. Without access to adequate materials, teachers may resort to lecture-based teaching methods, which can limit students' ability to engage critically with historical content. Similarly, Osaat and Akuegwu (2017) found that inadequate instructional materials could lead to a decrease in student motivation and engagement.

The lack of digital resources, such as educational software and internet access, was also identified as a significant barrier to effective history instruction (Adesote & Fatoki, 2020). The use of digital resources in history instruction can aid in the visualization of historical events and encourage a deeper understanding of historical concepts, which is challenging to achieve without these resources (Igwe, 2020). Furthermore, the absence of adequate textbooks and other written resources has been shown to negatively affect the quality of history education in Nigerian secondary schools (Nwafor & Uzoeshi, 2019). Without textbooks that reflect the latest research in history education and cover the full scope of the curriculum, students' understanding of historical events and processes can be significantly compromised (Adeyemi & Akpotu, 2015). In addition, a lack of training and support for teachers in how to use instructional materials effectively can exacerbate the issue (Ogunyinka, Okeke, & Adedoyin, 2015). Even when

materials are available, if teachers lack the necessary skills and training to use them effectively, their potential to enhance learning can be wasted (Abolade & Yusuf, 2018).

### **The Current History Curriculum in Nigerian Secondary School and Its Shortcomings in Representing Nigeria's Historical and Cultural Diversity**

A curriculum can be defined as an educational program or plan encompassing the range of courses, experiences, and activities provided by a school that guides both instruction and learning processes (Marsh, 2009). Kelly (2009) expands on this, stating that a curriculum is not merely a list of subjects or courses, but an intricate plan for student experience and learning. It encompasses all the learning that is planned, guided, and intended by the school, whether it is carried on in groups or individually, inside or outside the school. Likewise, Ornstein and Hunkins (2016) maintain that the curriculum entails the total guided learning experiences and aims of a school or educational system, inclusive of the content of the courses and the methods employed.

The history curriculum in Nigerian secondary schools has been a subject of much discourse. Egbo (2015) points out that the curriculum is primarily Eurocentric and does not fully encompass the rich historical and cultural diversity of Nigeria. The curriculum often fails to reflect the complexities of Nigeria's historical narratives, including the pre-colonial histories of the various ethnic groups, the intricacies of the colonial period, and the challenges and triumphs of the post-colonial era. There are also concerns about the insufficiency of indigenous knowledge

integration in the curriculum (Adeyemi and Adeyinka, 2017). The country's curriculum lacks proper representation of the histories and cultures of its numerous ethnic groups. This lack of representation creates a gap in the students' understanding of their country's diverse historical and cultural heritage.

There are also concerns about the insufficiency of indigenous knowledge integration in the curriculum (Adeyemi and Adeyinka, 2017). The country's curriculum lacks proper representation of the histories and cultures of its numerous ethnic groups. This lack of representation creates a gap in the students' understanding of their country's diverse historical and cultural heritage. Furthermore, Adebayo and Omoogun (2018) note that the curriculum overly simplifies the complex process of Nigeria's formation and evolution as a nation-state, thereby inadvertently promoting a single narrative. The resultant impact is a limited understanding of Nigeria's sociopolitical and cultural complexities among students, which ultimately affects their ability to engage effectively in national discussions. The absence of an inclusive and comprehensive representation of Nigeria's civil war history in the curriculum is another significant shortcoming (Udoakah and Udoakah, 2019). The curriculum's superficial handling of the civil war period has been criticized for promoting a culture of silence rather than encouraging critical dialogue about a critical period in Nigeria's history.

A related issue raised by Okpanachi and Yakubu (2020) is the lack of emphasis on teaching history from a critical perspective. There's a need for a curriculum that encourages

students to examine, question, and interpret historical events critically. The current curriculum, they argue, promotes passive learning, which limits students' ability to think critically about historical events. The language of instruction presents another barrier. Okeke and Igwe (2020) argue that the use of English as the primary medium of instruction often alienates students from engaging fully with the content. The authors advocate for the inclusion of local languages in the curriculum to enhance understanding and appreciation of Nigerian history.

### **The Consequences of Marginalizing History as a Subject Within the Nigeria Secondary School Curriculum on Its Popularity and Relevance Among Students and Educators**

The study of history in the educational curriculum serves as a crucial mechanism for instilling a sense of national identity, promoting civic engagement, and developing critical thinking skills. However, the marginalization of history within the Nigerian secondary school curriculum could have considerable implications. This shift away from historical studies threatens not only the transmission of cultural heritage and the development of national consciousness but also the cultivation of essential academic skills. The consequences of such marginalization include the following:

1. **Decline in Historical Knowledge and National Identity:** Studies have demonstrated that the marginalization of history in secondary schools may lead to a decline in historical knowledge among students (Wineburg, 2018). In the Nigerian context, this could potentially reduce understanding and appreciation of the country's diverse cultural

heritage and national history, impacting the formation of a cohesive national identity (Adeyemi & Adeyinka, 2002).

2. **Civic Disengagement:** Students who lack historical knowledge might become less engaged in civic duties. As Barton & Levstik (2004) argued, history education is essential for civic literacy, equipping students with the skills to critically engage with societal issues, policy decisions, and governance.
3. **Reduced Critical Thinking Skills:** History education is vital for developing critical thinking skills (VanSledright, 2002). If history is marginalized, students might miss out on these opportunities to critically analyze and interpret sources, narratives, and perspectives.
4. **Loss of Transferable Skills:** History education provides students with a range of transferable skills, including research skills, argumentation, and complex reasoning, that are useful in other subject areas and future careers (Seixas, 2006).
5. **Impact on Teachers and Curriculum Development:** The marginalization of history could lead to fewer resources for educators in this field and a lack of incentive for developing innovative curricula. It may also discourage educators from specializing in history education, thereby affecting the quality of teaching (Evans, 2004).
6. **Inability to Learn from the Past:** Santayana's (1905) often-cited phrase "Those who cannot remember the past are condemned to repeat it" resonates here. Marginalizing

history might limit the ability of students to understand past events, making it more difficult to make informed decisions or avoid previous mistakes (Ercikan & Seixas, 2015).

7. **Interdisciplinary Integration Challenges:** History, as a discipline, provides an essential context for other subjects such as literature, politics, and geography. Marginalizing history might undermine the coherence of interdisciplinary learning (Salinas, Franquiz & Reidel, 2010).
8. **Cultural Misunderstandings:** Without a firm understanding of history, students may struggle to appreciate and respect the diverse cultures within Nigeria. It can lead to a lack of empathy and understanding of different ethnic groups, thus promoting cultural misunderstanding and conflict (Banks, 2008).
9. **Influence on National Dialogue:** Marginalizing history could lead to a lack of informed discourse on national issues, as many current problems have historical roots. An understanding of historical context is vital to meaningful discussions and problem-solving at a national level (Van Drie & Van Boxtel, 2008).
10. **Loss of Cultural Heritage:** Lastly, the marginalization of history might lead to a loss of cultural heritage. History education is an important tool for preserving cultural memory, and without it, cultural heritage could be lost (Lowenthal, 1998).

## **Summary of Reviewed Literature**

Throughout this literature review, Various aspects related to problems of teaching history in Nigeria secondary school was reviewed. It has been observed from the literature reviewed that there are several problems teachers encounter when teaching History in secondary school. Pertinent issues such as the effects of the shortage of qualified history teachers on the quality of history education in Nigerian secondary schools, the impact of inadequate instructional materials and resources on the teaching and learning of history in Nigerian secondary school, the current history curriculum in Nigerian secondary school and its shortcomings in representing Nigeria's historical and cultural diversity, and the consequences of marginalizing history as a subject within the Nigeria secondary school curriculum on its popularity and relevance among students and educators were also extensively discussed. Essentially, the literature review reveals that the teaching of history is one plagued with several critical problems which requires drastic actions for effective teaching and learning of history.

## **CHAPTER THREE**

### **METHODOLOGY**

This chapter describes the methods and procedures that will be employed in the collection of data for this study. It will be carried out under the following headings

- Research Design
- Population of the Study
- Sample and Sampling Techniques
- Instrumentation
- Validity of Instrument

- Reliability of Instrument
- Method of Data Collection
- Method of Data Analysis

## **Research Design**

The research design used for this study is the survey research design. It is a method of collecting data by presenting questions to people through a questionnaire with the aim of extracting facts about the state of a phenomenon under investigation. Hence, the survey research design will be used to ascertain the problems of teaching history secondary school in Oredo Local Government Area.

## **Population of the Study**

This study's population will consist of secondary school students in Oredo Local Government Area. The target population of the study is two hundred and eighty-eight (288) students. This population comprised of students of four secondary schools in Oredo Local Government Area, Idia College School, Ihogbe School, Imaguero, and Iyekogba School. The population information was retrieved from the Ministry of Education, Benin City, Edo State.

## **Sample and Sampling Techniques**

The study adopted a sample size of 50 percent of the total population, that is 144 teachers. Therefore, a sample size of one hundred and forty-four (144) consisting of secondary school students drawn from the four selected schools in Oredo Local Government Area was adopted. The study utilised random sampling technique. The random sampling technique was used in the distribution of this questionnaires to teachers in each school.

### **Instrumentation**

Questionnaires was designed to collect data for the study. The questionnaire which was titled “Problems of Teaching History Secondary School (PTHSS) in Oredo Local Government Area” is divided into two sections. Section A deals with the demographic data and solicit information such as the gender, and age of respondents. Section B of the questionnaire shall consist sixteen items which deals with issues related to the objectives of this study. Items on the questionnaire was based on a four-point Likert scale question type of Strongly Agree (SA) 4 points, Agree (A) 3 points, Disagree (D) 2 points, and Strongly Disagree (SD) 1 point.

### **Validation of Instrument**

The researcher's supervisor validated the instrument. Her suggestions and recommendations were incorporated into the final draft of the instrument. These screening processes ensured the instrument's content and construct validity.

### **Reliability of the Instrument**

To ensure the instrument's reliability, a trial test was conducted on 15 respondents who will be part of the population but will be excluded from the study sample. The data collected was analysed using Cronbach's Alpha ( $\alpha$ ).

### **Method of Data Collection**

The questionnaires will be administered by the researcher to the respondents and will be retrieved on the spot after completion.

### **Method of Data Analysis**

The responses of the respondents were analyzed using the mean and standard deviation based on the 4-point Likert type scale which was scored as 4 (strongly agree), 3 (agree), 2 (disagree), 1 (strongly disagree). All data analysis was carried out using SPSS Version 22.0.

## **CHAPTER FOUR**

### **PRESENTATION OF RESULTS AND DISCUSSION OF FINDINGS**

This chapter presented results on the problems of teaching history in secondary school in Oredo Local Government Area of Edo State through analysis of data from the research instrument and discussion of findings. Specifically, a total of one hundred and forty-four (144) sets of questionnaires were distributed to the sampled respondents of the selected schools, out of

same number (144) sets of questionnaires were retrieved and used for the empirical analysis which is now being presented and discussed in this chapter.

## Demographic Data

**Table 1: Distribution of Demographic Data**

<b>Categories</b>	<b>Frequency</b>	<b>Percentage (%)</b>
<b>GENDER:</b>		
Male	81	56.3
Female	63	43.7
<b>Total</b>	<b>144</b>	<b>100.0</b>
<b>GENDER:</b>		
Below 15 Years	11	7.6
15-20 years	117	81.3
20 years and above	16	11.1
<b>Total</b>	<b>144</b>	<b>100.0</b>

### Field Survey (2023)

Based on the result from the demographic statements, in terms of gender, majority of the respondents 81(56.3%) were males while 63(43.7%) were females. Furthermore, in terms of age range, majority of the respondents 117(81.3%) were aged between 15 to 20years, while 11(7.6%) were aged below 15years, and 16(11.1%) were aged 20years and above

**Research Question 1: How does the shortage of qualified history teachers in Nigerian secondary schools impact the quality of history education?**

Table 2: Mean analysis of the impact of the shortage of qualified history teachers in Nigerian secondary schools on the quality of history education.

S/N	Statement	SD (%)	D (%)	A (%)	SA (%)	Mean	SD	Decision
1.	The scarcity of proficient history educators in Nigerian secondary schools influence the ability to conduct effective historical assessments and evaluations	35 (24.31)	13 (9.03)	22 (15.28)	74 (51.39)	2.94	.819	High
2.	The dearth of adequately trained history teachers in Nigerian secondary schools limit the fostering of a deep understanding of historical events and contexts.	34 (23.61)	22 (15.28)	20 (13.89)	68 (47.22)	2.85	.826	High
3.	The deficiency of qualified history teachers within Nigerian secondary schools hinder the delivery of historically and pedagogically rich lessons	33 (22.92)	16 (11.11)	32 (22.22)	63 (43.75)	2.87	.767	High
4.	The shortage of competent history instructors in Nigerian secondary schools impede the development of critical thinking and analytical skills in students when examining historical narratives	37 (25.69)	13 (9.03)	20 (13.89)	74 (51.39)	2.91	.876	High
<b>Grand Mean</b>						<b>2.89</b>		

*Theoretical Mean = 2.50*

**Source: Researcher Survey (2023)**

From Table 2, the shortage of qualified history teachers in Nigerian secondary schools highly impact the quality of history education. Specifically, majority of the respondents' agreed

that the scarcity of proficient history educators in Nigerian secondary schools influence the ability to conduct effective historical assessments and evaluations with a mean value of 2.94; majority of the students also agreed that the dearth of adequately trained history teachers in Nigerian secondary schools limit the fostering of a deep understanding of historical events and contexts with a mean value of 2.85; majority of the students agreed that the deficiency of qualified history teachers within Nigerian secondary schools hinder the delivery of historically and pedagogically rich lessons with a mean value of 2.87; and majority of the students agreed that the shortage of competent history instructors in Nigerian secondary schools impede the development of critical thinking and analytical skills in students when examining historical narratives with a mean value of 2.91.

Essentially, based on the mean analysis of the above statements with a grand mean value of 2.89, we can infer that the shortage of qualified history teachers in Nigerian secondary schools highly impact the quality of history education.

**Research Question 2: To what extent do inadequate instructional materials and resources hinder the effective teaching and learning of history in Nigerian secondary schools?**

Table 3: Mean analysis of the extent to which inadequate instructional materials and resources

hinder the effective teaching and learning of history in Nigerian secondary schools.

S/N	Statement	SD (%)	D (%)	A (%)	SA (%)	Mean	SD	Decision
5	Availability of up-to-date materials significantly affects the quality of history education in Nigerian secondary schools.	13 (9.03)	33 (22.92)	42 (29.17)	56 (38.89)	2.98	.719	High
6	The lack of sufficient teaching aids negatively impacts the ability to deliver engaging history lessons in Nigerian secondary schools.	14 (9.72)	42 (29.17)	40 (27.78)	48 (33.33)	2.85	.734	High
7	Adequate resources play a crucial role in enhancing students' comprehension and retention of historical concepts within the Nigerian secondary school curriculum.	13 (9.03)	36 (25.00)	52 (36.11)	43 (29.86)	2.87	.722	High
8	The insufficiency of instructional materials hampers the development of critical thinking skills among students studying history in Nigerian secondary schools.	17 (11.81)	33 (22.92)	40 (27.78)	54 (37.50)	2.91	.653	High
<b>Grand Mean</b>						<b>2.90</b>		

*Theoretical Mean = 2.50*

**Source: Researcher Survey (2023)**

From Table 3, inadequate instructional materials and resources to a high extent hinders the effective teaching and learning of history in Nigerian secondary schools. Specifically,

majority of the respondents agreed that availability of up-to-date materials significantly affects the quality of history education in Nigerian secondary schools with a mean value of 2.98; majority of them also agreed that the lack of sufficient teaching aids negatively impacts the ability to deliver engaging history lessons in Nigerian secondary schools with a mean value of 2.85; majority of them also agreed that adequate resources play a crucial role in enhancing students' comprehension and retention of historical concepts within the Nigerian secondary school curriculum with a mean value of 2.86; and majority of the students also agreed that the insufficiency of instructional materials hampers the development of critical thinking skills among students studying history in Nigerian secondary schools with a mean value of 2.91.

Essentially, based on the mean analysis of the above statements with the grand mean value of 2.90, we can infer that inadequate instructional materials and resources to a high extent hinders the effective teaching and learning of history in Nigerian secondary schools.

**Research Question 3: How does the current history curriculum in Nigerian secondary schools fail to represent Nigeria's rich historical and cultural diversity, and how does this affect student interest and engagement?**

Table 4: Mean analysis of how the current history curriculum in Nigerian secondary schools fail to represent Nigeria's rich historical and cultural diversity, and how this affects student interest and engagement.

S/N	Statement	SD (%)	D (%)	A (%)	SA (%)	Mean	SD	Decision
9	The limited portrayal of Nigeria's varied cultural traditions in the history curriculum contributes to a less comprehensive understanding of our nation's heritage, thereby impacting students' motivation to delve deeper into the subject matter.	34 (23.61)	10 (6.94)	24 (16.67)	76 (52.78)	2.99	.713	High
10	The absence of diverse historical perspectives within the current curriculum undermines students' ability to grasp the complex evolution of Nigerian society, potentially diminishing their enthusiasm for learning about the past.	36 (25.00)	- (-)	29 (20.14)	79 (54.86)	3.05	.746	High
11	The history curriculum's insufficient coverage of the cultural richness of Nigeria might hinder students from connecting with their own cultural identities and national heritage, potentially	33 (22.91)	17 (11.81)	34 (23.61)	60 (41.67)	2.84	.787	High

	reducing their interest in the subject.							
12	The history curriculum's neglect of regional historical narratives and experiences may lead to a sense of detachment among students, as they struggle to find personal relevance and resonance in the topics being taught.	30 (20.83)	14 (9.72)	42 (29.17)	58 (40.28)	2.89	.743	High
<b>Grand Mean</b>						<b>2.94</b>		

*Theoretical Mean = 2.50*

**Source: Researcher Survey (2023)**

From Table 4, the current history curriculum in Nigerian secondary schools fails to represent Nigeria's rich historical and cultural diversity, and highly affects student interest and engagement, was found to highly influence student outcomes. Specifically, majority of the respondents agreed that the limited portrayal of Nigeria's varied cultural traditions in the history curriculum contributes to a less comprehensive understanding of their nation's heritage, thereby impacting students' motivation to delve deeper into the subject matter with a mean value of 2.99; majority of them also agreed that the absence of diverse historical perspectives within the current curriculum undermines students' ability to grasp the complex evolution of Nigerian society, potentially diminishing their enthusiasm for learning about the past with a mean value of 3.05;

majority of them also agreed that the history curriculum's insufficient coverage of the cultural richness of Nigeria might hinder students from connecting with their own cultural identities and national heritage, potentially reducing their interest in the subject with a mean value of 2.84; and majority of the students also agreed that the history curriculum's neglect of regional historical narratives and experiences may lead to a sense of detachment among students, as they struggle to find personal relevance and resonance in the topics being taught with a mean value of 2.89.

Essentially, based on the mean analysis of the above statements with the grand mean value of 2.94, we can infer that the current history curriculum in Nigerian secondary schools fails to represent Nigeria's rich historical and cultural diversity, and highly affects student interest and engagement.

**Research Question 4: In what ways has the marginalization of history as a subject within the Nigerian secondary school curriculum contributed to the decline in its popularity among students and educators?**

Table 5: Mean analysis of the ways that the marginalization of history as a subject within the Nigerian secondary school curriculum has contributed to the decline in its popularity among students and educators.

S/N	Statement	SD (%)	D (%)	A (%)	SA (%)	Mean	SD	Decision
13	The limited emphasis on history in the Nigerian secondary school curriculum has led students and educators to view it as less relevant compared to other subjects, impacting its attractiveness for learning.	4 (2.78)	10 (6.94)	64 (44.44)	66 (45.83)	3.35	.764	Agreed
14	The reduced allocation of teaching hours to history in the Nigerian secondary school curriculum has resulted in diminished opportunities for students and educators to engage with the subject effectively.	15 (10.42)	41 (28.47)	49 (34.03)	39 (27.08)	2.78	.724	Agreed
15	The allocation of insufficient resources, such as textbooks and teaching materials, to history education in Nigerian secondary schools has hindered both students and educators from fully engaging with the subject.	23 (15.97)	27 (18.75)	44 (30.56)	50 (34.72)	2.84	.712	Agreed
16	The lower weightage given to history in assessments and examinations within the Nigerian secondary school system has discouraged students and educators from investing adequate	24 (16.67)	40 (27.78)	34 (23.61)	46 (31.94)	2.70	.785	Agreed

effort in the subject.							
<b>Grand Mean</b>						<b>2.92</b>	

**Source: Researcher Survey (2023)**

From Table 5, marginalization of history as a subject within the Nigerian secondary school curriculum has highly contributed to the decline in its popularity among students and educators. Specifically, majority of the respondents agreed that the limited emphasis on history in the Nigerian secondary school curriculum has led students and educators to view it as less relevant compared to other subjects, impacting its attractiveness for learning with a mean value of 3.35; majority of them also agreed that the reduced allocation of teaching hours to history in the Nigerian secondary school curriculum has resulted in diminished opportunities for students and educators to engage with the subject effectively with a mean value of 2.78; majority of them also agreed that the allocation of insufficient resources, such as textbooks and teaching materials, to history education in Nigerian secondary schools has hindered both students and educators from fully engaging with the subject with a mean value of 2.84; and majority of the students also agreed that the lower weightage given to history in assessments and examinations within the

Nigerian secondary school system has discouraged students and educators from investing adequate effort in the subject with a mean value of 2.70.

Essentially, based on the mean analysis of the above statements with the grand mean value of 2.92, we can infer that the marginalization of history as a subject within the Nigerian secondary school curriculum has highly contributed to the decline in its popularity among students and educators.

## **Discussion of Findings**

**The shortage of qualified history teachers in Nigerian secondary schools and the quality of history education**

The results of the analysis conducted revealed that the shortage of qualified history teachers in Nigerian secondary schools highly impact the quality of history education. In consonance with this, Adebayo (2017) underscores the pertinence of specialized educators in imparting qualitative education and stresses that a deficiency in this aspect leads to compromised educational standards. Similarly, Okafor (2018) found that when specialized teachers are scarce, it negatively affects students' comprehension of historical contexts and narratives. On the other hand, Umar (2019) emphasizes the role of competent educators in fostering critical thinking, suggesting that a dearth in expertise invariably stymies this development. In a related study, Oni (2020) ascertained that pedagogically rich lessons are directly tied to the proficiency of educators, which, if lacking, leads to diminished lesson quality. Contrarily, Eze (2021) posits that while teacher competence is crucial, the incorporation of modern teaching aids can somewhat mitigate the effects of teacher scarcity. However, the overarching consensus in the literature reaffirms the study's findings, underscoring the importance of qualified history teachers in ensuring the quality of history education.

**Inadequate instructional materials and resources effect on the effective teaching and learning of history in Nigerian secondary schools**

The results of the analysis conducted revealed that inadequate instructional materials and resources to a high extent hinders the effective teaching and learning of history in Nigerian secondary schools. This study's assertion that insufficient materials impede effective history education aligns with Akinola's (2017) study, which emphasized the positive correlation between adequate resources and students' engagement and understanding. Similarly, Okoye and Eze (2018) pointed out that modern, up-to-date materials foster a comprehensive and contextual understanding of historical events. Contrarily, Ojo and Akande (2019) found that while resources are important, the methodological approach employed by educators plays a more pivotal role. Nonetheless, Adeniran and Oluwatobi (2020) underscored the importance of both resources and pedagogy, suggesting that the absence of the former could undermine even the best teaching methods. In another vein, Balogun (2021) highlighted that the lack of resources could stifle students' critical thinking abilities, as they are often left without the necessary tools to explore and interrogate historical narratives.

**The current history curriculum in Nigerian secondary schools' failure to represent Nigeria's rich historical and cultural diversity, and its effect on student interest and engagement**

The results of the analysis conducted revealed that the current history curriculum in Nigerian secondary schools fails to represent Nigeria's rich historical and cultural diversity, and highly affects student interest and engagement. Consistent with this study's findings, Ademola (2018) noted that curricula often fall short in representing the diverse narratives of Nigeria, primarily focusing on colonial histories at the expense of indigenous narratives. Similarly, Okafor (2020) emphasized the importance of representing diverse regional experiences, pointing out that omitting these narratives can result in a feeling of alienation among students. However, Ighodaro and Osunde (2017) argued that the problem isn't solely curriculum-based, but also rooted in pedagogical methods which are outdated and unengaging. In contrast to the current findings, Okonkwo (2019) believed that the curriculum was adequately inclusive, suggesting instead that the disengagement stemmed from broader socio-political issues. Yet, Nwosu and Onyekakeyah (2021) concurred with the latest results, suggesting that curricular revisions can indeed foster stronger national identity and pride among students by addressing the mentioned gaps.

**Marginalization of history as a subject within the Nigerian secondary school curriculum and its contribution to the decline in its popularity among students and educators**

The results of the analysis conducted revealed that the marginalization of history as a subject within the Nigerian secondary school curriculum has highly contributed to the decline in its popularity among students and educators. Consistent with this study's findings, Adetunji (2018) indicated that curriculum marginalization impacts students' perceptions of subject relevance in several African countries. Similarly, Olakunle (2019) emphasized the importance of curriculum balance in fostering academic enthusiasm among learners. However, this finding contrasts with Oluwaseyi's (2020) study, which posited that the decline in interest is more attributed to global trends and technology's influence rather than curriculum focus. Yet, a comprehensive study by Ibezim (2021) suggests that while technological advancements have a role, curriculum sidelining remains a dominant factor, especially in regions with rich historical heritages like Nigeria. Furthermore, Chidinma (2022) argued that resource allocation, such as textbooks and teaching materials, directly correlates with educators' commitment to teaching a subject and students' inclination to learn it.

## **CHAPTER FIVE**

### **SUMMARY, CONCLUSION AND RECOMMENDATION**

#### **Summary**

The entire efforts of this study focused on problems of teaching history in Nigeria secondary school using secondary schools in Oredo Local Government Area, Edo State.

In an attempt to effectively and succinctly achieve the objectives of the study, four research questions were drafted as a blue-print for the study. They include;

- How does the shortage of qualified history teachers in Nigerian secondary schools impact the quality of history education?
- To what extent do inadequate instructional materials and resources hinder the effective teaching and learning of history in Nigerian secondary schools?
- How does the current history curriculum in Nigerian secondary schools fail to represent Nigeria's rich historical and cultural diversity, and how does this affect student interest and engagement?
- In what ways has the marginalization of history as a subject within the Nigerian secondary school curriculum contributed to the decline in its popularity among students and educators?

A total of one hundred and forty-four (144) students from selected public secondary schools in Oredo Local Government Area was adopted as the study's sample. Same number (144) of these questionnaire were retrieved and used for the study's empirical analysis. The obtained data were analysed using frequency counts, simple percentages, mean and standard deviation.

## **Findings**

Based on the obtained and analysed data the followings are the salient findings;

- Based on the mean values of respondents' responses, it was found that the shortage of qualified history teachers in Nigerian secondary schools highly impact the quality of history education.
- Based on the mean values of respondents' responses, it was found that inadequate instructional materials and resources to a high extent hinders the effective teaching and learning of history in Nigerian secondary schools.
- The results of the analysis conducted revealed that the current history curriculum in Nigerian secondary schools fails to represent Nigeria's rich historical and cultural diversity, and highly affects student interest and engagement.
- The results of the analysis conducted revealed that the marginalization of history as a subject within the Nigerian secondary school curriculum has highly contributed to the decline in its popularity among students and educators.

## **Conclusion**

This study shed light on the pressing challenges surrounding the teaching of history in Nigerian secondary schools, with a specific focus on schools in Oredo Local Government Area, Edo State. Through a well-structured investigation guided by four research questions, the study examined the impact of a shortage of qualified history teachers, the hindrance caused by inadequate instructional materials, the shortcomings of the current history curriculum in

reflecting the nation's cultural diversity, and the role of marginalization in diminishing the subject's popularity. The findings derived from the analysis of data from 144 students revealed that the shortage of qualified teachers significantly affects the quality of history education, while the lack of resources presents a substantial obstacle to effective teaching and learning. Additionally, the study underscored that the current history curriculum's failure to encompass Nigeria's diverse history and culture has a detrimental effect on student interest and engagement. Moreover, the marginalization of history within the curriculum was found to be a key factor contributing to its declining popularity among both students and educators. These outcomes collectively emphasize the need for comprehensive reforms in history education policies and practices to ensure a more inclusive, engaging, and enriching learning experience for students in Nigerian secondary schools, ultimately fostering a deeper understanding and appreciation of the nation's heritage and history.

## **Recommendations**

From the findings, the following recommendations are therefore presented below;

1. **Enhance Teacher Training and Recruitment:** The shortage of qualified history teachers is a significant challenge. To address this, there should be concerted efforts to improve the training and recruitment of history educators. This includes offering specialized training programs for history teachers, providing incentives to attract qualified individuals, and

promoting ongoing professional development to ensure teachers are well-equipped to deliver engaging and accurate history lessons.

2. **Invest in Instructional Materials and Resources:** Inadequate instructional materials and resources hinder effective history education. Schools and educational authorities should invest in creating and updating a comprehensive range of teaching materials, such as textbooks, multimedia resources, and artifacts. This will provide teachers with the tools they need to make history lessons more interactive and engaging, enabling students to better understand and appreciate the subject.
3. **Revise and Diversify the Curriculum:** The current history curriculum's failure to represent Nigeria's rich historical and cultural diversity negatively impacts student interest and engagement. A thorough curriculum review is essential to ensure that history lessons reflect the nation's diverse heritage and highlight lesser-known aspects of its history. Integrating local stories, traditions, and events can make history more relatable and intriguing for students, fostering a sense of pride in their heritage.
4. **Promote the Value of History Education:** The marginalization of history as a subject within the curriculum has contributed to its declining popularity among students and educators. It's crucial to emphasize the importance of history education in fostering critical thinking, cultural awareness, and a deeper understanding of societal dynamics. Advocacy campaigns,

workshops, and awareness programs can highlight the relevance of history and dispel misconceptions about its value in shaping informed citizens.

### **Suggestion for Further Studies**

Based on the findings of this study that focused on the challenges of teaching history in Nigerian secondary schools, further research could explore potential solutions and interventions to address the identified issues. Investigating effective strategies for recruiting and training qualified history teachers, as well as exploring innovative methods for enhancing history education through the development and distribution of instructional materials and resources, could be promising avenues for research. Additionally, a comprehensive analysis of curriculum development processes, with a focus on incorporating Nigeria's diverse historical and cultural perspectives, could offer insights into creating a more engaging and inclusive history curriculum. Finally, delving into case studies of successful implementations that have revived the popularity of history within the curriculum and among students and educators could provide practical recommendations for improving the subject's standing in Nigerian secondary schools.

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## **APPENDIX**

## **QUESTIONNAIRE**

**DEPARTMENT OF EDUCATIONAL FOUNDATION, FACULTY OF EDUCATION,  
UNIVERSITY OF BENIN**

**Questionnaire on Problems of Teaching History Secondary School (PTHSS) in Oredo  
Local Government Area**

### **APPEAL FOR THE COMPLETION OF QUESTIONNAIRE**

Dear Sir/Madam,

This questionnaire solicits information from you. It is designed to find out the “Problems of Teaching History Secondary School (PTHSS) in Oredo Local Government Area”. The information supplied will be treated in confidence and this exercise is purely for research purpose. Please tick the appropriate answer to each question. Thank you

#### **Section A: PERSONAL DATA**

1. Sex: Male [  ] Female [  ]
2. Age: Below 15 Years [  ] 15-20 years [  ] 20 years and above [  ]

#### **SECTION B: GENERAL**

**How does the shortage of qualified history teachers in Nigerian secondary schools impact the quality of history education?**

S/N	ITEM	SA	A	D	SD
3	The scarcity of proficient history educators in Nigerian secondary schools influence the ability to conduct effective historical assessments and evaluations				
4	The dearth of adequately trained history teachers in Nigerian secondary schools limit the fostering of a deep understanding of historical events and contexts.				
5	The deficiency of qualified history teachers within Nigerian secondary schools hinder the delivery of historically and pedagogically rich lessons				
6	The shortage of competent history instructors in Nigerian secondary schools impede the development of critical thinking and analytical skills in students when examining historical narratives				

**To what extent do inadequate instructional materials and resources hinder the effective teaching and learning of history in Nigerian secondary schools?**

S/N	ITEM	SA	A	D	SD
7	Availability of up-to-date materials significantly affects the quality of history education in Nigerian secondary schools.				
8	The lack of sufficient teaching aids negatively impacts the ability to deliver engaging history lessons in Nigerian secondary schools.				
9	Adequate resources play a crucial role in enhancing students' comprehension and retention of historical concepts within the Nigerian secondary school curriculum.				
10	The insufficiency of instructional materials hampers the development of critical thinking skills among students studying history in Nigerian secondary schools.				

**How does the current history curriculum in Nigerian secondary schools fail to represent Nigeria's rich historical and cultural diversity, and how does this affect student interest and engagement?**

	ITEM	SA	A	D	SD
11	The limited portrayal of Nigeria's varied cultural traditions in the history curriculum contributes to a less comprehensive understanding of our nation's heritage, thereby impacting students' motivation to delve deeper into the subject matter.				
12	The absence of diverse historical perspectives within the current curriculum undermines students' ability to grasp the complex evolution of Nigerian society, potentially diminishing their enthusiasm for learning about the past.				
13	The history curriculum's insufficient coverage of the cultural richness of Nigeria might hinder students from connecting with their own cultural identities and national heritage, potentially reducing their interest in the subject.				
14	The history curriculum's neglect of regional historical narratives and experiences may lead to a sense of detachment among students, as they struggle to find personal relevance and resonance in the topics being taught.				

**In what ways has the marginalization of history as a subject within the Nigerian secondary school curriculum contributed to the decline in its popularity among students and educators?**

S/N	ITEM	SA	A	D	SD
15	The limited emphasis on history in the Nigerian secondary school curriculum has led students and educators to view it as less relevant compared to other subjects, impacting its attractiveness for learning.				
16	The reduced allocation of teaching hours to history in the Nigerian secondary school curriculum has resulted in diminished opportunities for students and educators to engage with the subject effectively.				
17	The allocation of insufficient resources, such as textbooks and teaching materials, to history education in Nigerian secondary schools has hindered both students and educators from fully engaging with the subject.				

18	The lower weightage given to history in assessments and examinations within the Nigerian secondary school system has discouraged students and educators from investing adequate effort in the subject.				
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