

## Anambra Secondary School Teachers' Perception on the Reintroduction of History in the School Curriculum

**Alison Joel Onyekachi**

Educational Foundations Department

[jo.alison@unizik.edu.ng](mailto:jo.alison@unizik.edu.ng)

**Alison Victoria Ukamaka**

Science Education Department

Nnamdi Azikiwe University, Awka

[vu.alison@unizik.edu.ng](mailto:vu.alison@unizik.edu.ng)

### Abstract

The study investigated Anambra Secondary School Teachers' Perception on the Reintroduction of History in the School Curriculum. The population of the study comprises of all the history teachers in Anambra state secondary schools (111), the entire population was used as the research sample because they are small. Two research questions and one hypothesis guided the study. Questionnaire named History Teachers' Perception (HTP) was the only instrument used to gather information from the teachers. The instrument was validated and the reliability coefficient established using Pearson Product Moment Correlation Coefficient  $r$  technique to be 0.85. mean of 2.5 was used as decision rule, where a value of 2.5 and above is accepted, while any value that falls below 2.5 was rejected. The finding showed that history teachers have high and positive perception towards the reintroduction of history into secondary school curriculum but they indicated that some challenges can hinder successful implementation. The finding also shows that there is no significant difference between the perception of male and female history teachers towards the reintroduction of history into secondary school curriculum. It therefore recommends among other things that: Anambra State Ministry of education should regularly organize seminars, workshops and conferences for professional development of history teachers, so as to equip the teachers with the necessary knowledge and skills to teach History effectively and Anambra State Government should ensuring that schools have adequate teaching resources, including updated textbooks, multimedia materials, and access to historical archives.

**Keywords:** History, Teacher, Perception, Secondary School and Gender

### Introduction

History plays a very important role in nation building, it is a bedrock of any nation. History plays a crucial role in our lives as it teaches us about the past and helps us understand why the world is the way it is today. By studying History, we can learn from our mistakes, gain knowledge about different cultures and

societies, and become more critical thinkers. Realizing ways of the past also opens the doors to consider and improve the present and, naturally, the future. The main goal of history is to help us understand our world better by asking where do we come from and how did we get here. It is only by exploring these fundamental questions that people gain an understanding of the past that enables us to shape a better future. History is very important because someone that does not know his /her history is like one that does not know his\her origin (Alison & Alison, 2021)

History is important to study because it is essential for all of us in understanding ourselves and the world around us. Understanding and studying history enhances our grasp of the world, shedding light on cultural diversity, social dynamics, and geopolitical complexities. It helps us see how past events influence the present and guides us in making informed decisions (University of the people, 2024). History is an important school subject for present and future generation. Mary McLeod Bethune, a well-known educator of the mid-twentieth century, stressed the importance of teaching History to children. For children to be well-informed citizens, they must learn about all aspects of history. They need not only an understanding of historical events but also an understanding of the history of the world as well as national and local events (Aithor, 2024).

History is essential for secondary school students, the reintroduce of history into secondary school curriculum is an important milestone achieved. History was removed from the core subjects in secondary schools during the early 2000s, which led to a generation of students with limited knowledge about their country's history. In response to concerns about students' lack of historical knowledge and cultural awareness, the Federal Government of Nigeria saw the consequences of removing History in Primary and Secondary School curriculum and announced plans to reintroduce the subject in 2017 which would have taken effect in 2017/2018 academic session. While the government made announcements and took steps to reintroduce history, the subject was not fully

implemented, even in 2018/2019 academic year because the reintroduction faced challenges such as lack of qualified history teachers. President Buhari's administration publicly announced the reintroduction of history as a subject at least twice but it remained a mirage until his eight-year rule lapsed (Lawal, 2025).

In 2024, the federal government of Nigeria returned History into secondary school curriculum and made it a compulsory subject in Nigeria's primary and secondary schools starting from 2025. According to the Minister of Education, President Tinubu was swift at seeing the need to restore this critical subject to bridge the generational gap in historical knowledge following its erroneous removal more than two decades ago (Okogba, 2025). Reintroduction of history into secondary school is a welcome development because Secondary education plays a crucial role in connecting primary and tertiary education, facilitating a seamless transition for students as they advance in their academic path. Secondary education is a crucial tier in the hierarchy of education in Nigeria. It is the form of education that students receive after their primary education and or before their tertiary education, it is intended for students between the ages of 11-17 (Adamu, 2020). History education in secondary school is essential but it cannot be effective if the teachers do not give it the adequate attention that is needed.

Teachers are in the position to make History an interesting subject in secondary school, the success or failure of history rests mainly with the teachers. The most important factor in the entire educational system is the teacher, he/she is the pivot for transmission of intellectual traditions and technical skill from generation to generation, and helps to keep the lamp of civilization burning (University of the People, 2019). It is the teacher on whom the real success or failure of any method, aid, device or procedure depends. It is he who can evaluate how far the aims and objectives of teaching have been achieved. The History teacher does not only deals with the successes and failures of the man in the past but also of the current and recurrent events and happenings of the world of today and so he is of special importance (Balmir, 2022). It is crucial to

understanding the teachers' perspectives on the reinstate of history in secondary school. Teacher perceptions refer to the cognitive, emotional, and attitudinal perspectives and beliefs held by educators regarding various aspects of their professional roles, the teaching and learning process, and the educational environment (Demirdağ & Efe, 2023). The perception of the History teachers is very important because the implementation of History in secondary school rest entirely on the teachers.

The implementation of school curriculum rest exclusively on the shoulder of the classroom teacher, who, in this circumstance is someone who facilitates others to gain comprehension, skills, capabilities or standards set to be achieved by the school (Anagbogu, *et al*, 2021). So, their view for successful implementation of history is crucial. Akram *et al* (2022) revealed that teachers' exhibit positive perceptions regarding technology integration in teaching-learning practices. Uzodinma *et al* (2023) revealed that teacher has positive perception towards integrating Information Communication Technology (ICT) in senior secondary school curriculum. Dauda *et al*. (2024) showed that teacher perceived ICT to be effective in teaching and learning of social study. Aytaç (2023) showed that Teachers has negative perceptions of curriculum changes. Nurlisa *et al* (2019) showed that teachers had good perception toward implementing curriculum from their understanding on curriculum. André *et al* (2023) showed that teachers has positive perception regarding classroom engagement, he observed motivating teaching practices and students motivation. Maba (2017) showed that teachers has positive perception on the implementation of the assessment process in 2013 curriculum. Teachers are the key stakeholders in education and without them, the implementation stage of this History in secondary school may be a problem, so it is important that they air their view on reintroduction of history in secondary school curriculum.

Teachers' perceptions can also be influenced by gender. Gender is the characteristic of being male or female which are socially constructed, it deals with

the roles to individual right from birth. In the opinion of Adigun, *et al* (2015) gender is the range of physical, biological, mental and behavioural characteristics pertaining to and differentiating between the feminine and masculine (female and male) population. Gender differences on teachers' perception have been reported in several studies; Adeleye and Asiegbu (Nd) revealed that there is a difference in the disposition of male and female teachers to the teaching of mathematics. Aytaç (2023) showed that Teachers' perceptions of curriculum change do not differ significantly based on gender. Kojigili and Mohammed (2016) found out that there was significant relationship between male and female teachers in their perception of biology topics as difficult. The fact that teachers create the teaching-learning atmosphere as required by the curriculums will increase the efficiency of the History curriculums, it very important that secondary school teachers in Anambra air their views on the reintroduction of History, focusing on their experiences, perceptions, and the challenges they foresee in integrating this subject into the curriculum once again. It is based on this backdrop that the researcher investigated Anambra Secondary School Teachers' Perspectives on the Reintroduction of History in the School Curriculum

### **Statement of the Problem**

Teaching and learning History education may not be effective if the teachers are not ready to make a meaningful impact in teaching history in secondary schools. Nigerian government has made a giant stride in reintroducing History into secondary schools and it is a step in the right direction. However, it is important to know the view of teachers who will directly impact this initiative. Teachers play a critical role in shaping students' understanding and engagement with History. So, it is essential to understand their perspectives on the reintroduction of History to gauge whether they are adequately prepared and whether they perceive this move as beneficial for the educational and cultural development of students. The problem of this study is: are they ready to successful implement the history education in Anambra State Secondary School.

Therefore, the researcher is to assess Anambra Secondary School Teachers' Perspectives on the Reintroduction of History in the School Curriculum

### **Purpose of the study**

The purpose of the study is to determine the Anambra Secondary School Teachers' Perspectives on the reintroduction of History in the school curriculum. In specific terms, the study sought to

1. determine Anambra secondary school teachers' perception of the reintroduction of History into the school curriculum.
2. find out the differences between male and female teachers' perception of the reintroduction of History into secondary school curriculum

### **Research Question**

1. What are the perception of secondary school teachers in Anambra on the reintroduction of History as a subject?
2. The differences between male and female History teachers' perception of the reintroduction of into secondary school curriculum.

### **Research Hypothesis**

1. There is no significant difference in the male and female History teachers perception of reintroduction of History into secondary school curriculum

### **Methods**

The study employed a descriptive survey research design. The population comprised all 111 History teachers (11 males and 100 females) in 268 public secondary school in Anambra State (Source: Post Primary Schools Service Commission, Awka). The whole population was adopted since the size is manageable by the researcher. The researcher made use of a 16-item researcher-made questionnaire titled History Teachers' Perception (HTP). The instrument was divided into two sections. Section A dealt with the teachers' demography, while section B dealt with History Teachers' Perception. The instrument was structured on a four point scale of strongly Agree (SA)= 4, Agree (A)=3, Disagree

(D)= 2, strongly Disagree (SD)=1 on the item. Respondents were made to tick the option that best described their opinion.

Face and content validation of the instrument was done by three experts in Educational Foundations, Nnamdi Azikiwe University, Awka. The reliability was established by administering the test instrument on respondents in Enugu state and reliability of the instrument was determined through test-retest. The instrument was administered to 20 History teachers in Enugu state secondary school which are sample outside area of study. After two weeks, the instruments were re-administered to the same respondents. The data collected on the two tests were collated and analyzed using Pearson Product Moment Co-efficient which yield of 0.85 indicating the instrument was reliable and consistent for the study. The researcher used two trained research assistants and employed face-to-face administration in the collection of data for the study. This gave the researcher and her team the opportunity to explain to the respondents the instruments and challenges that might arise in completing the questionnaire items. The data collected were analyzed using mean and standard deviation to answer the research Questions. Any Item with a mean less than 2.50 was rejected while within and above 2.50 was accepted. The hypothesis was tested using independent t-test statistical tool tested at 0.05 level of significance.

## **Result**

Data generated from survey questionnaire were analyzed and presented in tables below

**Research Question One:** What are the perception of secondary school teachers in Anambra on the reintroduction of History as a subject?



**Table 1: mean scale rate of Anambra State Secondary School Perception**

S/N	Item Statement	Male Teachers			Female Teachers		
		X	SD	Remark	X	SD	Remark
1	History education is very important for secondary school students	3.9	0.43	Accepted	3.7	0.45	Accepted
2	reintroducing History will enhance secondary school students' understanding of Nigerian history and culture	3.5	0.44	Accepted	3.3	0.43	Accepted
3	reintegrating history into the curriculum will improved cultural awareness among secondary school students	4.4	0.53	Accepted	4.0	0.54	Accepted
4	reintegrating history into the curriculum will enhance critical think among secondary school students	3.50	0.52	Accepted	3.22	0.53	Accepted
5	reintegrating history into the curriculum will enhance understanding of both past and current events	3.90	0.60	Accepted	3.72	0.61	Accepted
6	reintegrating history into the curriculum will increase secondary school students' engagement	3.30	0.52	Accepted	3.10	0.50	Accepted
7	Reintroducing History can help secondary school students to develop a sense of national pride and identity	3.70	0.65	Accepted	3.50	0.68	Accepted
8	Insufficient training /professional development for history teachers could be a challenge to teaching and learning of history in secondary school.	3.94	0.69	Accepted	3.98	0.71	Accepted
9	Shortage of history teachers could be an obstacle to proper implementation of history in secondary school	4.50	0.58	Accepted	4.30	0.59	Accepted
10	Lack of qualified teacher could hinder successful	3.75	0.55	Accepted	3.85	0.54	Accepted



	implementation of history in Anambra state secondary school						
11	Students' centered teaching methods will help to improve teaching and learning of history in secondary school.	3.32	0.52	Accepted	3.16	0.56	Accepted
12	Regular teachers' training will help to facilitate effective teaching and learning of history in secondary school.	4.30	0.51	Accepted	4.50	0.55	Accepted
13	Limited access to historical archives or resources will be an hindrance to successful implementation of history in secondary school	3.90	0.59	Accepted	4.10	0.61	Accepted
14	Low students' interest/motivation could be a challenge to teaching and learning of History.	3.70	0.52	Accepted	3.50	0.51	Accepted
15	Inadequate time allocation to history in the curriculum could be a challenge to teaching and learning of History in secondary school.	3.12	0.61	Accepted	3.28	0.63	Accepted
16	Lack of adequate teaching materials/resources could be hindrance to successful implementation of History in Secondary School.	3.5	0.62	Accepted	3.5	0.63	Accepted
<b>Cluster mean</b>		<b>60.19</b>	<b>8.88</b>		<b>58.71</b>	<b>9.07</b>	
<b>Grand Mean</b>		<b>3.76</b>			<b>3.67</b>		

Result in Table1 shows all of the items on the questionnaire were accepted as they had response mean greater than the instrument scale mean (2.50). Also, the average mean (3.73) is greater than the scale mean (the acceptable mean average). This implies that teachers have high and positive perception towards reintroduction of History into secondary school curriculum. It is noteworthy that the teachers believe that history will have positive impact on students, moreover item no 8-16 indicated that there are challenges that can be an obstacle to successful implementation of history in secondary school. This challenges

includes lack of motivation or interest by the students, lack of adequate teaching material and so on. However, they have positive perception towards reintroduction of History into secondary school curriculum.

**Research Question Two:** The differences between male and female teachers' perception of the reintroduction of History into secondary school curriculum.

**Table 2: Summary of male and female teachers mean response**

Group	N	Mean	SD	Difference in X
Male	11	3.76	0.56	0.09
Female	100	3.67	0.56	

Result in Table 2, shows that a mean difference of 0.09 exist between responses of male and female history teachers on their perception on reintroduction of history into secondary school curriculum. This difference is quite insignificant

### Research Hypothesis

H0: There is no significant difference between the perception of male and female secondary school history teachers.

**Table 3: Independent t-test analysis on teachers' perception base on gender**

Group	N	Mean	SD	DF	T-cal	T-crit	Decision
Male	11	3.76	0.56	109	0.52	1.960	No significant Difference
Female	100	3.67	0.56				

From the t-test calculated on gender implication of the perception of history about reintroduction of history into secondary school curriculum showed that the t-test calculated of 0.52 is less than the critical t of 1.960: this indicates that, there is no significant difference between the perception of male and female history teachers towards the reintroduction of history into secondary school curriculum

### Discussion

The study showed that teachers have high and positive perception towards reintroduction of History into secondary school curriculum. The teachers believe that history will have positive impact on students, this finding aligns with, Uzodinma *et al* (2023), Dauda *et al.* (2024), Nurlisa *et al* (2019) who found in their studies that teachers have positive perception in their various

field of study. It is in line with Maba (2017) who report that teachers has positive perception on the implementation of the assessment process in 2013 curriculum, Akram *et al* (2022) revealed that teachers' exhibit positive perceptions regarding technology integration in teaching-learning practices André *et al* (2023) showed that teachers has positive perception regarding classroom engagement. Observed motivating teaching practices and students motivation. In contrast with Aytaç (2023) who reported that Teachers has negative perceptions of curriculum change. However, their study focused on other area of study but this study focused on reintroduction of History into secondary school curriculum.

Also, the finding showed that there is no significant difference between the perception of male and female history teachers towards the reintroduction of history into secondary school curriculum. It is in agreement with Aytaç (2023) showed that Teachers' perceptions of curriculum change do not differ significantly based on gender. Also, Kojigili and Mohammed (2016) found out that there was significant relationship between male and female teachers in their perception of biology topics as difficult. But in contrast with Adeleye and Asiegbu (Nd) revealed that there is difference in the disposition of male and female teachers to the teaching of mathematics. This showed that teacher are willing to implement History in secondary school.

## **Conclusion**

In conclusion, the perception of history teachers regarding the reintroduction of history into the secondary school curriculum reveals a mix of optimism and concern. Many educators recognize the intrinsic value of history in fostering critical thinking, cultural awareness, and civic responsibility among students. They view this reintroduction as an opportunity to enhance students' understanding of societal developments and historical contexts that shape contemporary issues. However, concerns persist about resource allocation, pedagogical approaches, and the adequacy of training for teachers to effectively deliver a revamped curriculum. Teachers emphasizes the need for comprehensive

support systems, including professional development and access to relevant teaching materials. Moreover, there is a call for a balanced curriculum that incorporates diverse perspectives and methodologies to engage students more effectively.

Generally speaking, history teachers largely welcome the return of history education in secondary schools as beneficial for student development, they also stress the importance of addressing logistical challenges to ensure successful implementation. By prioritizing adequate resources and innovative teaching strategies, educational authorities can create an environment where both educators and students thrive in their exploration of history's relevance in today's world

### **Recommendations**

Based on the findings, the study provides recommendations for:

1. Anambra State Ministry of education should regularly organize seminars, workshops and conferences for professional development of history teachers, so as to equip the teachers with the necessary knowledge and skills to teach History effectively.
2. Anambra State Government should ensuring that schools have adequate teaching resources, including updated textbooks, multimedia materials, and access to historical archives.
3. There should be periodic review of the History curriculum to ensure it is relevant, engaging, and reflects diverse historical perspective.
4. Awareness should be raise among Anambra secondary school students, parents, and the wider community about the importance of studying History and its role in fostering national unity.

## References

- Adamu, J. (2020). *An Analysis of Secondary Education In Nigeria: A Need For Rethinking In A Philosophical Perspective*.  
<https://www.bsum.edu.ng/journals/files/jem/vol2n1/article13.pdf>
- Adeleye, T. A., & Asiegbu, F. N. (n.d.). *Primary school teachers' perception about the teaching of mathematics*.  
[https://fcetumunze.edu.ng/internals/files/repository/pdf/12057primaryschool\\_teachers\\_perception\\_about\\_the\\_teachin\\_of\\_mathematics.pdf](https://fcetumunze.edu.ng/internals/files/repository/pdf/12057primaryschool_teachers_perception_about_the_teachin_of_mathematics.pdf).
- Adigun, J., Onihunwa, J., Irunokhai, E., Sada, Y. & Adesina, O. (2015). Effect of gender on students academic performance in computer studies in secondary schools in new Bussa, Borgu Local Govemnt of Niger State. *Journal of Education and Practice*, 6(33), 1 – 7.
- Akram, H., Abdelrady, A. H., Al-Adwan, A. S., & Ramzan, M. (2022). Teachers' perceptions of technology integration in teaching-learning practices: A Systematic Review. *Frontiers in Psychology*, 13(1).  
<https://doi.org/10.3389/fpsyg.2022.920317>
- Aithor. (2024, June 16). *History Education in Schools: Challenges and Opportunities*. Aithor.com; Aithor. <https://aithor.com/essay-examples/history-education-in-schools-challenges-and-opportunities>
- Alison, J., O., & Alison, V. U. (2021). Information and communication technology: the veritable tool to reinstate history teaching in Nigeria secondary school. *South Eastern Journal of Research and Sustainable Development (SEJRSD)*, 4(1), 51–61.
- Anagbogu, G. E. Ofoegbu, J. U., Ovat, S. V., and Owor, E. O., (2021). A path analytical model on factors with the implementation of civic education curriculum among teachers in Cross River State, Nigeria. *Internal Journal of Education*. 9 (3) 13-24  
<https://journals.unizik.edu.ng/jtese>

- André, A., Tessier, D., Louvet, B., & Girard, E. (2023). Teachers' perception of classes' engagement, observed motivating teaching practices, and students' motivation: A mediation analysis. *Social Psychology of Education*, 26(6), 1527–1542. <https://doi.org/10.1007/s11218-023-09805->
- Aytaç, A. (2023). A Study on Teachers' Perceptions of Curriculum Changes. *International Journal of Innovative Approaches in Education*, 7(1), 28–41. <https://doi.org/10.29329/ijiape.2023.540.3>
- Balmer. (2022). *Successful history teacher: qualities, qualifications and characteristics*.  
<https://www.bsum.edu.ng/journals/files/jem/vol2n1/article13.pdf>
- Dauda, P., Danladi, E. N., & Azubuike, H. U. (2024). Perception of teachers on utilization of information and communication technology in teaching and learning in upper basic schools in Kaduna State, Nigeria. *Nigerian Journal of Social Studies*, 27(2), 39–49.
- Demirdağ, S., & Efe, A. K. (2023). Exploring communication skills, transformational leadership, and intergenerational climate in educational institutions. *Advances in Early Childhood and K-12 Education*, 278–304. <https://doi.org/10.4018/978-1-6684-8888-1.ch011>
- Kojigili, S. T., & Mohammed, S. I. (2016). Senior secondary school teachers' perception of difficult topics in Biology Curriculum in Mubi North Local Government Area of Adamawa State, Nigeria . *Adamawa State University Journal of Scientific Research (ADSUJSR)*, 4(2), 144–153. <https://adsujsr.adsu.edu.ng/wp-content/uploads/2023/12/15-Senior-Secondary-School-Teachers-Perception-of-difficult-Topics-in-Biology-Curriculum-in-Mubi-North-Local-Government-Area-of-Adamawa-State-Nigeria.pdf>
- Maba, W. (2017). Teacher's perception on the implementation of the assessment

- process in 2013 curriculum. *International Journal of Social Sciences and Humanities (IJSSH)*, 1(2), 1. <https://doi.org/10.21744/ijssh.v1i2.26>
- Nurlisa, N., Sada, C., & Ikhsanudin, I. (2019). The English teachers' perceptions and problems in implementing curriculum 2013 in senior high school . *Proceedings International Conference on Teaching and Education (ICoTE)* , 2, 89–94.
- Okogba, E. (2025, January 4). *Restoring history to schools: Minister Alausa's first goal, by Tonnie Iredia*. Vanguard News. <https://www.vanguardngr.com/2025/01/restoring-history-to-schools-minister-alausas-first-goal-by-tonnie-iredia/>
- University of the people. (2024, November 27). *Why Is History Important And How Can It Benefit Your Future?* University of the People. <https://www.uopeople.edu/blog/why-is-history-important/>
- University of the People. (2019). *Why Are Teachers Important In Our Society? They Have Influence*. University of the People; uopeople. <https://www.uopeople.edu/blog/the-importance-of-teachers/>
- Uzodinma, O. J., Abang, K., Boniface, C. E., & Bisong, N. N. (2023). Perception of school teachers towards integrating ict in senior secondary school curriculum: aftermath of covid-19 pandemic. *Global Journal of Educational Research*, 22(2), 143–150. <https://doi.org/10.4314/gjedr.v22i2.4>