



In-Service Teachers' Perceived Measures for Enriching the Teaching of Senior Secondary School History In Kwara State

¹, Hakeem, Nafiu, SAIDU, Abubakar ²,

¹, Educational Administration, Carolina University
420 South Broad Street, Winston Salem, North Carolina, USA

² Department of Arts Education, Faculty of Education,
University of Ilorin, Ilorin, Nigeria
Saidu.a@unilorin.edu.ng

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Abstract

The teaching of History in senior secondary schools plays a crucial role in shaping students' understanding of their cultural heritage and societal development. In Kwara State, Nigeria, teachers face unique challenges that can impact the effectiveness of History teaching. Therefore, this research examined the in-service teachers' perceived measures for enriching the teaching of senior secondary school History in Kwara State. Differences in in-service teachers' perceptions on the basis of gender and school type were also examined. This study made use of descriptive survey method. The population for the study was all senior secondary school in-service History teachers in Kwara State while the target population was all the senior secondary school in-service History teachers in Ilorin, Kwara State. One hundred and twenty (120) in-service History teachers were sampled for the study using purposive sampling technique. A researcher' self-developed questionnaire was used for data collection while the data collected for this study were analysed using mean rating to answer the research question while independent t-test was used to test the hypotheses postulated for this study at 0.05 level of significance. Findings from this study revealed that in-service History teachers perceived: using multiple learner-centered methods and resources in conveying contents of History; using field trips and historical places which facilitate teaching and learning of History among others are measures for enriching the teaching of Senior Secondary School History. It was then recommended among others that teachers should make use of multiple learner-centred methods and varieties of instructional approaches in conveying contents of History

Keywords: *History; Teaching; Perception; In-service teachers*

Introduction

As History is an important school subject which conveys invaluable lessons from the past and whose worth transcends regional, national and cultural boundaries. History is a subject that falls within the general art subjects and has for a long time, enjoyed a place in Nigerian school curriculum. The teaching of History in Nigeria is traced informally to the pre-colonial days when parents and elderly persons recounted the past of their

communities to the younger generation through folktales, music, and other art forms. These were chief means of conveying invaluable lessons and values that were highly cherished in traditional societies (Banu, 2009). In light of this, Sandwell, and Von Heyking (2014) affirm that History differs from most other disciplines in that its major preoccupation lies with the action of past people and the significance and effects of those actions

Despite its overwhelming importance, History has gradually lost its grip on Nigerian education system. Boadu (2015) asserted that the teaching of History has been hindered by many factors such as insufficient qualified History teachers, large class size, insufficient instructional time, inadequate administrative support for the subject, lack/insufficient teachers' incentives, unavailability and inadequacy of instructional aids/materials as well as lack of government measures for History as a school subject. Also, Wineburg and Wilson (2001) submitted that teachers' negative or indifferent attitudes towards learners of History; lack of organization and inappropriate preparation; deficient methods; errors in the assessment and evaluation process; and inaccessible/inflexible behavior are the factors inhibiting History teaching in Nigerian schools. Ragland (2014) in a similar investigation, identified teachers' inadequate knowledge of the subject matter as well as inadequacy of resources as challenges of History teaching. These points to the fact that all is not well with the status of History as the conditions and structures required for the effective teaching of the subject are not in place in Senior Secondary Schools. It is deducible that all the problems identified by previous studies do not only compound greater pedagogical problem to the subject but also affect students' interest in the subject.

Literature Review

The study of History is quite germane as it enables us to know how events in the past made things the way they are today. However, with respect to the high benefits embedded in History acquisition, there are strong arguments for government intervention by taking necessary measures (strategies) not only to promote national values through making History as a compulsory subject but also to upgrade the teaching and status of History across the nation's educational institutions from the lower to the higher level of education (Schrader, & Wotipka, 2011).

Many strategies/measures have been proffered to enhance or bring about effective teaching of History. Saidu and Ahmed (2020) underscored the significance of effective History teaching. According to them, effective History teaching encompasses knowing History, doing History and scaffolding learning. This connotes that understanding the theoretical and conceptual underpinnings of the subject, the processes of historical reconstruction as well as projecting the discipline in a context and manner that facilitate subsequent learning are at the core of historical pedagogy. Effective teaching requires that teachers become ambitious. Ambitious teachers, as Nokes (2013)

observed, have a good depth of understanding regarding their subject matter and consciously seek ways of connecting the subject matter to students' experiences. They employ new teaching methods, alternative assessments, and flexible student groupings, but these in themselves do not enhance teaching if they are not linked to vigorous learning among students. This view confirms the assertion that teaching is said to have taken place only after learning has occurred. Effective History teaching thus involves teaching in no single pattern, taking no single shape in teaching, and assessing students in no single fashion (Grant & Gradwell, 2009).

There is a large body of research and theories exploring the individual, social and organizational factors that can help in improving the quality teaching of History. Thus, a number of measures have also been identified by scholars and researchers in the field of education for enriching and ensuring quality teaching of History. Lumpkin and Multon (2013) stated that to enhance the teaching of History, teachers must use a variety of instructional approaches; engage in professional endeavours and developmental activities to enhance their teaching; seek feedback from students and made changes in instruction in response to this feedback and value the interrelationship between teaching and research.

Also, the integration of modern teaching and learning techniques such as the use of information and communication technology (ICT) to foster the effective teaching of History as well as the adoption of inquiry teaching technique, co-operative (e.g. think-pair-share) and competitive teaching technique (game theory), all which are learner-centeredness rather than story telling method have been observed to make the teaching and learning more concrete and embed students' greater participation (Mary, 2017). Through students' participation in teaching and learning process, students develop interest, love and passion for the subject matter and tend to be punctual in classes and engage themselves in extra moral classes so as to do well in the particular subject. Yilmaz (2008) submitted that modern teaching and learning techniques improve students' self-esteem, positive interpersonal relations with other students, motivation to learn, and develop positive attitudes and interest toward the subject matter.

Some scholars have reported to have opted for the use of field trips to historical places to facilitate teaching and learning of History in collaboration with the invitation of community resource persons that are conversant with past events of the immediate society and society at large in the school (De La Paz, Malkus, Monte-Sano, & Montanaro,

2011). Field trip is a study trip taken outside the classroom to obtain direct experience from a natural setting. It is organized to improve students' interest in learning as well as to observe objects or phenomena not possible to bring within the classroom. Field trip is a planned exercise taking place outside the four walls of the classroom to offers opportunity for learners to get first-hand information on people, places and things for the permanency of learning experiences (Ihejirika, 2011).

Another strategy is to conduct an enlightenment about the relevance of the learning History on students' career goals and objectives. This can be done through mass students' orientation programme. In this regard, students would have the opportunity to internalize the relevant of History and establish a sense of commitment to learning it as a school subject (Cummins, 2006). These are measures observed from the literature to enrich the teaching of History in Senior Secondary School History classes. However, most of these literatures are abroad based and given the present status of History as a subject in Nigerian secondary educational system, the researcher finds it worthy of looking into the measures for enriching the teaching of Senior Secondary School History in Kwara State, Nigeria as perceived by the in-service teachers

Statement of the Problem

The teaching of History can be a challenging experience due the abstract nature of the subject. The abstractness lies in the fact that events in the past cannot be reproduced and re-examined for authenticity and motives for which actions were taken are not open to physical examination and scrutiny. As such, Taylor and Young (2003) were of the opinion that History is a complex task encompassing the transformation of subject matter into a form that enables learners to gain meaning, while at the same time, retaining the integrity of the subject. Hence, the need to look into the measures that could be put in place for enriching the teaching of Senior Secondary School History from the perspectives of In-service History teachers in Ilorin, Kwara State, Nigeria.

Purpose of the Study

The main purpose of this study was to examine in-service teachers' perceived measures for enriching the teaching of Senior Secondary School History in Kwara State, Nigeria.

Research Question

1. What are the measures for enriching the teaching of Senior Secondary School History as perceived by in-service History teachers in Kwara State?

Research Hypotheses

The following hypotheses were postulated for this study

Ho₁: There is no significant difference in the measures for enriching the teaching of Senior Secondary School History as perceived by in-service History teachers in Kwara State based on gender

Ho₂: There is no significant difference in the measures for enriching the teaching of Senior Secondary School History as perceived by pre-service History teachers in Kwara State based on school type

Research Methodology

This was a descriptive survey research. The population for this study comprised all Senior Secondary School History teachers in Kwara State while the target population was all the in-service History teachers in Ilorin, the capital of Kwara State. One hundred and twenty (120) in-service History teachers were sampled from both public and private secondary schools in the state using purposive sampling technique. A researcher's designed questionnaire with a reliability coefficient of 0.71 was used for data collection. The questionnaire was divided into section A and B. The section A was used to obtain demographic data of the respondents while the section B was used to explore the measures for enriching the teaching of History at the Senior Secondary School level. Data collected for this study were analysed using descriptive statistics of mean and rank order to answer the research question and inferential statistics of independent t-test was used to test the hypotheses postulated for this study at 0.05 level of significance.

Data Analysis and Results

Out of 120 (100%) History teachers that were sampled, 53 (44.2%) of the respondents were males while 67 (55.8%) of the respondents were females.

Answering of Research Question

Descriptive statistics of mean was used to answer the research question.

Research Question: what are the Pre-service teachers' perceived measures for enriching the teaching of Senior Secondary School History in Kwara State?

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

Table 1: Mean and Rank Order of History Teachers' Perception on the problems of teaching History in Senior Secondary Schools in Ilorin East Local Government Area

N	Measures for Enriching the Teaching of History	Mean	Rank	Remark
1	Using multiple learner-centered methods and resources in conveying contents of History	3.69	1 st	Perceived
2	Using community resource persons with historical records at schools	3.63	2 nd	Perceived
3	Seeking feedback from students and make changes in instruction in response to the feedback	3.57	3 rd	Perceived
4	Using field trips method and visiting historical places enriches teaching and learning of History	3.51	4 th	Perceived
5	Motivating students to show interest in History related instructional activities by sponsoring participating students	3.48	5 th	Perceived
6	Preparation of teaching materials, setting of clear objectives and	3.32	6 th	Perceived

	presenting learning materials clearly enriches the teaching of History			
7	Provision of standard facilities and materials for effective teaching and learning of History	3.21	6 th	Perceived
8	Employing varieties of instructional approaches to stimulate the teaching and learning of History	3.14	8 th	Perceived
9	Provision of more qualified History teachers in the schools	2.93	9 th	Perceived
10	Integration of ICT and social networking sites into the teaching of History	2.86	10 th	Perceived
11	Good teacher-students interaction to stimulate students' interest in History	2.79	11 th	Perceived
12	Provision of more up-to-date teaching and learning materials at schools	2.75	12 th	Perceived
13	Relating lesson to students' prior knowledge to the topic under	2.70	13 th	Perceived

	discussion			
14	Using varieties of assessment techniques to cater for all levels of learner abilities in the classroom.	2.68	14 th	Perceived
15	Teachers' engagement in professional courses to enhance their teaching	2.64	15 th	Perceived

As shown in Table 1, the mean score of all the items are above 2.50. This implies that using multiple learner-centered methods and resources in conveying contents of History; using community resource persons with historical records at schools; seeking feedback from students and make changes in instruction in response to the feedback; using field trips method and visiting historical places; motivating students to show interest in History related instructional activities by sponsoring participating students; preparation of teaching material and setting of clear objectives, enthusiasm, and presenting learning materials clearly to the teaching of History concrete; provision of standard facilities and materials for effective teaching and learning of History; using variety of instructional approaches to stimulate the teaching and learning of History; provision of more qualified History teachers in the schools; integration of ICT and social networking sites into the teaching of History; good teacher-students interaction to stimulate students' interest in History; relating lesson to students' prior knowledge to the topic under discussion; using varieties of assessment techniques to cater for all levels of learner abilities in the classroom and teachers' engagement in professional courses to enhance their teaching are all measures for enriching the teaching of Senior Secondary School History in Kwara State.

Hypotheses Testing

Hypothesis One: There is no significant difference between male and female in-service teachers' perceived measures for enriching the teaching of Senior Secondary School History in Kwara State

Table 2: t-test Statistics Showing the Difference between Male and Female In-service Teachers' Perceived Measures for Enriching the Teaching of Senior Secondary School History in Kwara State

Gender	No	Mean	S. D.	Df	t-value	Sig	Remark
Male	53	16.821	2.409				
				118	1.471	0.137	Not Rejected
Female	67	17.975	2.454				

*Insignificance at $p > 0.05$

Table 2 shows that the t-value 1.471 was obtained with a p-value of 0.137 computed at 0.05 alpha level. Since the p-value of 0.137 is greater than 0.05 level of significance, the null hypothesis one is not rejected. Therefore, there is no significant difference between male and female in-service teachers' perceived measures for enriching the teaching of Senior Secondary School History in Kwara State ($t_{118} = 1.471, p > 0.05$).

Hypothesis One: There is no significant difference in the measures for enriching the teaching of Senior Secondary School History as perceived by pre-service History teachers in Kwara State based on school type

Table 3: t-test Statistics Showing the Difference between Public and Private Senior Secondary Schools in-service History Teachers' Perceived Measures for Enriching the Teaching of History in Kwara State

Institutions	No	Mean	S. D.	Df	t-value	Sig	Remark
Colleges of Edu.	42	17.551	2.322				
				118	1.278	0.161	Not Rejected
Universities	78	17.428	2.281				

*Insignificance at $p > 0.05$

Table 3 shows that the t-value 1.278 is obtained with a p-value of 0.161 computed at 0.05 alpha level. Since the p-value of 0.161 is greater than 0.05 level of significance, the null hypothesis two is not rejected. Therefore, there is no statistically significant difference between public and private senior secondary schools in-service History teachers' perceived measures for enriching the teaching of History in Kwara State ($t_{118} = 1.278, p > 0.05$).

Discussion of the Findings

This study's findings showed that there are several ways to enrich the teaching of History in senior secondary schools in Kwara State. These include utilizing learner-centered methods and resources to convey the subject matter, utilizing community resources and historical documents in the classroom, asking students for feedback and modifying the curriculum accordingly, utilizing field trips to historical locations to enhance the teaching and learning of history, and inspiring students to become interested in the

subject matter. This agrees with Fogo (2014) who found several practices that could enhance effective teaching. These included the selection and adaptation of historical sources, supporting historical writing, supporting historical reading skills, utilising historical questions, assessing students' thinking about History, facilitating discussion, engaging students in historical research among others.

Furthermore, Provision of standard facilities and resources for efficient History teaching and learning; using a range of instructional approaches to encourage History teaching and learning; hiring more capable History teachers for the classrooms; incorporation of social networking sites and ICT into History education; positive teacher-student interactions to pique students' interest in the subject; connecting the lesson to what the pupils already know about the subject being covered were perceived measures for enriching the teaching of senior secondary school History in Kwara State. This supports the study of Koutrouba (2012) which revealed among other variables, that effective teaching occurs in classrooms where teachers involve learners in multiple learning procedures; implement effective modes of communication to convey content in an understandable manner; respond to students' needs during instruction; build a rich teacher-student interaction; ensure productive classroom management; and exhibit compassion, concern, helpfulness, and a sense of humour to stimulate the teaching of History.

In addition, findings of this study showed that there was no significant difference between male and female in-service teachers' perceived measures for enriching the teaching of senior secondary school History in Kwara State. This implies that no discrepancy existed in the measures perceived by in-service teachers for enriching the teaching of senior secondary school History regardless of their gender status. This finding corroborates Lumpkin and Multon (2013) whose study showed indifference between male and female teachers' perceptions of the variables that bring about effective teaching of History.

Lastly, study indicated that there was no statistically significant difference between public and private schools in-service teachers' perceived measures for enriching the teaching of senior secondary school History in Kwara State. This implies that no variation existed in the measures perceived by pre-service teachers for enriching the teaching of Senior Secondary School History irrespective of their institutions. This finding substantiates Boadu (2015) whose study showed insignificant difference in the perspectives of school type on effective teaching of History

Conclusion

This study investigated in-service teachers' perceived measures for enriching senior secondary school History in Kwara State. The study revealed that numerous measures have been perceived to stimulate and foster the teaching of History. These measures include using varieties of learner-centred methods and resources in conveying contents of History; using community resource persons with historical records at schools; seeking feedback from students and made changes in instruction in response to this feedback with the aids of field trips Historical places among others. The study's findings suggest that by implementing these measures, teachers can make History more engaging, interactive and relevant to students' lives. This, in turn, can lead to improved student motivation, understanding and retention of historical concepts. The findings of this study have implications for teacher training, curriculum development, and educational policy in Kwara State, highlighting the need for a more comprehensive and inclusive approach to teaching History in senior secondary schools.

Recommendations

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

1. History teachers should make use of multiple learner-centered methods and varieties of instructional approaches so as to stimulate the teaching and learning of History;
2. History teachers should periodically invite community resource persons and take students for field trips to historical places, this will facilitate teaching and learning of History;
3. History teachers should always seek feedback from students and make changes in instruction in response to this feedback;
4. History teachers should always motivate students to show interest in History related instructional activities by sponsoring participating students
5. History teachers should always set clear objectives, enthusiasm, and clearly present learning materials to make the teaching of History concrete

Ethical Approval Declaration

"All procedures involving human participants in this study were conducted in accordance with the ethical standards set by applicable research guidelines and the principles of the 1964 Declaration of Helsinki and its subsequent amendments. Ethical approval was secured before the commencement of data collection."

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Data availability:-

The datasets generated and analysed during the current study will be available from the author upon reasonable request.

Consent for publication:-

I hereby provide consent for the publication of the manuscript detailed above.

Competing interests:-

The authors declare no competing interests

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