

COMPARATIVE ANALYSIS OF HISTORY CURRICULUM COVERAGE AMONG PUBLIC AND PRIVATE SCHOOL TEACHERS IN ILORIN, KWARA STATE

Aburime Aminat Ozohu, Jekayinfa, Oyeyemi Jumoke, Oniye, Masud Ibrahim, Olaniyi,
Abiodun Jubril & Alabi, Jimoh Adeniyi

Department of Arts Education, Faculty of Education, University of Ilorin.

Email: aminataburime@unilorin.edu.ng, jekayinfa.oj@unilorin.edu.ng,
oniyemasud@unilorin.edu.ng, olaniyi.aj@unilorin.edu.ng, alabi.aj@unilorin.edu.ng

ABSTRACT: The general purpose of this study was to investigate the comparative analysis of History curriculum coverage among public and private school teachers in Ilorin, Kwara state. The descriptive survey method was adopted for this study. The population comprised of all History teachers in Public and Private Schools in Ilorin, Kwara State. The sample were forty History teachers that were randomly selected from secondary schools in Ilorin, Kwara State. Forty history teachers were selected to participate in the study from 20 public and private secondary schools in Ilorin. The data collected were analyzed using statistical tools such as frequency table, mean, and standard deviation to answer research questions. A statistical tool of

independent sample t-test and analysis of variance were used to test the hypotheses. All null hypotheses were tested at 0.05 level of significance. The findings revealed that there was variability in the extent of History curriculum coverage in secondary schools across Ilorin, Kwara State. This indicates that while some schools are thorough in their curriculum delivery, others are falling short. This inconsistency suggests a need for more standardized approaches to ensure all students receive a comprehensive History education. It was also discovered that there is no significant difference in the History curriculum coverage among public and private school teachers in Ilorin Kwara State based on gender. There is no significant difference in the

History curriculum coverage among public and private school teachers in Ilorin Kwara State based on year of teaching experience. Based on the findings and conclusion it was recommended that Students should prioritize utilizing available library resources and maintaining a conducive study environment to enhance their academic performance. Teachers should integrate innovative teaching methods and regularly update their teaching strategies to cater for diverse learning needs and maximize student engagement. Parents should actively support their children's education by fostering a supportive home environment and engaging with teachers to monitor their academic progress.

ملخص البحث: كان الغرض العام من هذه الدراسة هو التحقيق في التحليل المقارن لتغطية مناهج التاريخ بين معلمي المدارس العامة والخاصة في إيلورين، ولاية كوارا. تم اعتماد أسلوب المسح الوصفي لهذه الدراسة. يتكون المجتمع من جميع معلمي التاريخ في المدارس العامة والخاصة في إيلورين، ولاية كوارا. كانت العينة أربعين معلمًا للتاريخ تم اختيارهم عشوائيًا من المدارس الثانوية في إيلورين، ولاية كوارا. تم اختيار أربعين معلمًا للتاريخ للمشاركة في الدراسة من 20 مدرسة ثانوية عامة وخاصة في إيلورين. تم تحليل البيانات التي تم جمعها

باستخدام أدوات إحصائية مثل جدول التكرار والمتوسط والانحراف المعياري للإجابة على أسئلة البحث. تم استخدام أداة إحصائية لاختبار t للعينة المستقلة وتحليل التباين لاختبار الفرضيات. تم اختبار جميع الفرضيات الصفرية عند مستوى دلالة 0.05. كشفت النتائج عن وجود تباين في مدى تغطية مناهج التاريخ في المدارس الثانوية في جميع أنحاء إيلورين، ولاية كوارا. يشير هذا إلى أنه في حين أن بعض المدارس دقيقة في تقديم مناهجها، فإن مدارس أخرى تفشل في ذلك. يشير هذا التناقض إلى الحاجة إلى اتباع نهج أكثر توحيدًا لضمان حصول جميع الطلاب على تعليم شامل للتاريخ. كما تم اكتشاف أنه لا يوجد فرق كبير في تغطية منهج التاريخ بين معلمي المدارس العامة والخاصة في ولاية إيلورين كوارا بناءً على الجنس. لا يوجد فرق كبير في تغطية منهج التاريخ بين معلمي المدارس العامة والخاصة في ولاية إيلورين كوارا بناءً على سنة الخبرة في التدريس. بناءً على النتائج والاستنتاجات، أوصي بأن يعطي الطلاب الأولوية لاستخدام موارد المكتبة المتاحة والحفاظ على بيئة دراسية مواتية لتعزيز أدائهم الأكاديمي. يجب على المعلمين دمج أساليب التدريس المبتكرة وتحديث استراتيجيات التدريس بانتظام لتلبية احتياجات التعلم المتنوعة وتعظيم مشاركة الطلاب. يجب على الآباء دعم تعليم أطفالهم بنشاط من خلال تعزيز بيئة منزلية داعمة والتواصل مع المعلمين لمراقبة تقدمهم الأكاديمي.

Introduction

History is one among the oldest subjects studied in Nigerian schools, it is in fact as old as formal education itself. It was one of the subjects most cherished in school then by students. This assertion was supported by Sanda and Gotom (2018) who argued that history in the school curriculum in Nigeria is still very important, and that it is a distinct discipline in the school curriculum and has been given prominence since the attainment of Nigeria's independence in 1960. In fact, the knowledge of arts remains superficial without history. History developed in the students critical, narrative, analytical, reflective, manipulative and chronological skills.

It also enhances in students the spirit of nationalism and patriotism, it creates in the student world mindedness approach, and it makes them learn from past errors in other for them to forecast the future with an indomitable spirit. The justification for the inclusion of history subject in Nigeria's school curriculum is on the basis that our live expectancy as human beings is on the decline hourly, and so, one cannot wait to make mistakes and equally proffer tangible solutions to his errors, it is based on this premise that one needs to study other persons mistakes and reforms in order to shape his future.

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 reexamined for authenticity, and motives for which actions were taken are not open to physical examination and scrutiny. As such, Taylor and Young (2003) stated 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. It is for this reason Aggarwal (as cited in Ghansah, 2009) notes that the teaching of History for that matter requires more ingenuity from teachers as the subject demand well prepared conscientious teachers of sound knowledge.

History teaching began in the nineteen sixties when history of West Africa was included in the School Leaving Certificate Examination syllabus. The inclusion of history in the examination syllabus demands a thorough knowledge of the aims, content and techniques to be adopted to achieve effective teaching and learning. History teaching and learning in Nigeria witnessed different epochs in scope, nature and characteristics (Kosemani, 2011). In 1982, Social Studies took over the place of History in the Junior Secondary School, but was still maintained in the Senior Secondary School. Since students were no longer introduced to the subject in the Junior Secondary School, most of them could not offer it in the Senior

Secondary School (Nwoke, 2021). As a result of the dwindling population of students offering History, most government schools stopped offering it. This subject was not offered at all in private schools. As if by collaboration among the various state ministries of education, they stopped posting History teachers to schools (Nwoke, 2021).

In 2011 the subject was not considered important to be included among the new compulsory subjects introduced by the government. With this, History was further looked down upon by students. Although, the Historical Society of Nigeria (HSN) argues that the subject was removed from both primary and secondary schools, the researcher

discovered that the subject was in the Senior Secondary School curriculum, but not taught in most schools. However, the fact remains that History was not considered important as a subject in the schools (Nwoke, 2021). This study therefore seeks to investigate the comparative analysis of history curriculum coverage among public and private school teachers in Ilorin, Kwara state.

Statement of the Problem

The elimination of History as a school subject at the primary and junior secondary schools and their subsequent replacement with social studies in the newly introduced curriculum led to the cramming into the second-tier senior

secondary schools of History curriculum that ought to take six years to teach. Omolewa (2015) cried out that the elimination of history at the primary and junior secondary schools by those in authority sounds like a vote of no confidence in the subject. The implication of this action was that so many students felt reluctant taking up history lesson in the senior secondary, thus, the initial enthusiasm for its study at the tertiary levels waned. So many historians do not believe that the introduction of social studies led to the demise of History. For instance, Omolewa (2015) asked a pungent question: “if social studies and History have different educational goals to achieve, why should history give way

for Social Studies in the lower forms of secondary education?”

Having noted that incompetence is a threat amongst young historians, yet, a competent historian may also not be able to impact knowledge on his students when appropriate and stimulating methods are not used. The repercussion according to Fadeiye (2010) is that students will lose interest and develop cold feet and therefore effective teaching and learning of History cannot take place. Highlighting the short coming of the use of only the lecture method in teaching students which invariably leads to the loss of interest on the part of the students in learning history, Adejumobi (1978) said: “what is more, those who

had the best professional training obtained in this country and abroad appear not to fare better in this devil-may-care approach. With this attitude, it is therefore expected that one method, lecture method is used by all to the virtual neglect of other ones, even when the topic dictated a change of approach.

Having conceptualized the issue of bad methodology of teaching history and problem of elimination of teaching history in primary and junior secondary school, coupled with the dearth of literature, this research therefore sought to fill this knowledge gap by evaluating history curriculum coverage among public and private school teachers in Ilorin, Kwara State.

Purpose of the Study

The general purpose of this study is to investigate the comparative analysis of history curriculum coverage among public and private school teachers in Ilorin, Kwara state. Specifically, the study will find out:

- a. The difference in history curriculum coverage among public and private school teachers in Ilorin, Kwara state.
- b. The influence of gender on history curriculum coverage among public and private school teachers in Ilorin, Kwara state.
- c. The influence of years of experience among History

teachers on history
curriculum coverage among
public and private school
teachers in
Ilorin, Kwara state

Research Questions

The following research questions were be answered in the course of this study.

1. What is the difference in History curriculum coverage among public and private school teachers in Ilorin, Kwara state?
2. Is there any difference in History curriculum coverage among public and private school

teachers in Ilorin, Kwara state
based on gender?

3. Is there any difference in History curriculum coverage among public and private school teachers in Ilorin, Kwara state based on year of experience?

Research Hypotheses

H₀₁: There is no significant difference in the History curriculum coverage among public and private school teachers in Ilorin, Kwara state based on gender.

H₀₂: There is no significant difference in the History curriculum coverage among public and private school

teachers in Ilorin, Kwara state
based on year of experience.

Methodology

A descriptive research design was adopted for this study. This is because it helps researchers portray the characteristics of a particular individual, group or situation, it also helps at determining the frequency with which something occurs or with which it is associated with something else. The design is suitable for this study because it helps to describe record, analyze and interpret the conditions that exists in the study. The major purpose of descriptive survey research design is a description of the state affairs as it existed. (Kothari 2003).

According to Kerlinger and Lee (2000) descriptive survey design is a branch of social scientific investigation which studies large and small populations or universe by selecting and study sample chosen from the population to discover the relative incidence, distribution and interactions. The descriptive survey allows collection of large amounts of data from the target population. It also helps in using quantitative and qualitative methods which was used in this study. The population for this study comprised all History teachers in Public and Private Schools in Ilorin, Kwara State. Forty history teachers were randomly selected from secondary schools in Ilorin, Kwara State. Thus, forty history teachers were selected to

participate in the study from 20 public and private secondary schools in Ilorin.

Instrumentation

A researcher designed questionnaire was used to assess the views and opinions of teachers on the History curriculum coverage. The designed questionnaire consisted of two sections namely A and B. Section A consisted of the demographic data of the respondents which includes age and gender while section B elicited information on the teachers on the History curriculum coverage. The questionnaire is a four-point modified Likert Type scale of Strongly Agree (SA), Agree (A), Disagree (D), and Strongly Disagree (SD).

The questionnaire was administered by the researcher to the respondents and on spot collection were made and all the questionnaires was retrieved. The researcher gave the instrument to three experts in the Department of Arts Education for face and content validity of the questionnaire. The suggestions given was used to modify the items, after which the corrections given noted and effected.

To ascertain the reliability of the instrument, the test-retest method was adopted to carry out this research work. The questionnaire were administered twice at an interval of two weeks to 10 secondary school teachers who were not part of the sample. The two sets of

scores obtained from the two administrations scored and correlated with the Pearson Product Moment Correlation Coefficient, and the correlation coefficient was obtained at the 0.05 alpha levels of significance.

A survey conducted by the researcher and the modified questionnaires were distributed one on one to each of the respondents. A convenient time and venue was fixed for the discussion where all participants were present and each of them were given enough time to go through the questionnaire items, discussed each question and filled out the necessary information needed for the study without bias. The data collected were analyzed using statistical tools such

as frequency table, mean, and standard deviation to answer research questions. A statistical tool of independent sample t-test and analysis of variance was used to the test the hypotheses. All null hypotheses were tested at 0.05 alpha level of significance.

Data Analysis and Results

The presentation of the results was guided by the research questions raised. Data was obtained from forty History teachers in Public and Private schools in Ilorin, Kwara State.

History teachers in Public and Private schools in Ilorin, Kwara State were asked to indicate their gender. Their responses were summarised in Table 1

Table 1: Gender Distribution of the respondents

Gender	Frequency	Percentage (%)
Male	27	67.5
Female	13	32.5
Total	40	100

It is shown in Table 1 that out of the sampled 40 History teachers in Public and Private schools in Ilorin, Kwara State for this study 27 (67.5%) were male while 13 (32.5%) were female,

hence there were more male participants.

History teachers in Public and Private schools in Ilorin, Kwara State were asked to indicate their years of teaching experience. Their responses were summarized in Table 2

Table 2: Distribution of the respondents by years of teaching experience

Years of Teaching Experience	Frequency	Percentage (%)
Less than 3 years	7	17.5
3- 6years	26	65.0
Above 6 years	7	17.5
Total	40	100

It is shown in Table 2 that out of the sampled 40 History teachers in Public and Private schools in Ilorin, Kwara State for this study 7 (17.5%) , 26 (65%) and 7 (17.5%) respectively have less than 3years, 3-6years and above 6 years of teaching experience, hence there were more participants with 3-6years of teaching experience.

Research Questions

Research Question One: What is the extent of History curriculum coverage in secondary school in Ilorin Kwara State?

Table 3: Extent of History curriculum coverage in secondary schools in Ilorin Kwara State

Extent of History curriculum coverage	Frequency	Percentage (%)
Low	14	35
Average	20	50
High	6	15
Total	40	100

It is shown in Table 3 that out of the sampled 40 History teachers in Public and Private schools in Ilorin, Kwara

State for this study 14 (35%), 20 (50%) and 6 (15%) respectively submitted that History curriculum coverage in secondary schools in Ilorin Kwara State

is low, average and high, hence the extent of History curriculum coverage in secondary schools in Ilorin Kwara State is high because 50% of the participants indicated that.

Hypotheses Testing

Hypotheses One: There is no significant difference in the History curriculum

coverage among public and private school teachers in Ilorin Kwara State based on gender

Table 4: Summary of t-test statistics showing difference in the History curriculum coverage among public and private school teachers in Ilorin Kwara State based on gender

Gender	N	Mean	SD	df	t-value	p-value
Decision						
Male	27	46.52	8.23	38	1.97	0.06 accepted
Female	13	51.08	1.04			

As shown on Table 4 the t-test calculated value is 1.97 while its p- value is 0.06 at alpha

Level of 0.05. The null hypothesis one is accepted since the p-value 0.06 is greater than 0.05 alpha level (0.06>0.05). Thus, there is no

significant difference in the	Between Groups	224.00	2	112.00
History curriculum coverage	Within Groups	1742.00	37	47.08
among public and private school	Total	1966.00	39	

teachers in Ilorin Kwara State based on gender.

Hypotheses Two: There is no significant difference in the History curriculum coverage among public and private school teachers in Ilorin Kwara State based on year of teaching experience

Table 5: ANOVA showing difference in the History curriculum coverage among public and private school teachers in Ilorin Kwara State based on year of teaching experience

Table 5 shows an F-value 2.38 which is not significant at 0.05 alpha level. The null hypothesis two is accepted since the p-value 0.11 is greater than 0.05 alpha level ($0.11 > 0.05$). Thus, there is no significant difference in the History curriculum coverage among public and private school teachers in Ilorin Kwara State based on year of teaching experience.

Summary of Findings

Based on the data collected, analyzed and interpreted, the following findings were obtained.

Model	Sum of Squares	df	Mean Square	F	p-value
-------	----------------	----	-------------	---	---------

1. There is variance in the extent of History curriculum coverage in secondary school in Ilorin Kwara State. secondary schools across Ilorin, Kwara State. This indicates that while some schools are thorough in their curriculum delivery, others are falling short. This inconsistency suggests a need for more standardized approaches to ensure all students receive a comprehensive History education. Such variability could be attributed to differences in resources, teacher training, and administrative support across schools. This finding aligns with previous research indicating that curriculum coverage can be uneven in various educational settings. For instance, Akpan and Etim (2015) noted that disparities in resource allocation and teacher preparedness often lead to differences in curriculum implementation. Similarly, Adegoke and
2. There is no significant difference in the History curriculum coverage among public and private school teachers in Ilorin Kwara State based on gender
3. There is no significant difference in the History curriculum coverage among public and private school teachers in Ilorin Kwara State based on year of teaching experience

Discussion of Findings

The study found variability in the extent of History curriculum coverage in

Adeyemi (2020) highlighted that comprehensive curriculum coverage is crucial for student understanding and retention of historical knowledge. These studies emphasize the importance of uniform standards and adequate resources to ensure consistent curriculum coverage.

The study revealed no significant difference in the extent of History curriculum coverage between male and female teachers in both public and private schools. This suggests that gender does not influence the effectiveness of History curriculum delivery, indicating equitable teaching practices among male and female educators in the region. This finding is

consistent with research by Nwankwo and Eze (2016), who found that teacher effectiveness in curriculum delivery is not significantly impacted by gender. Similarly, Olayinka (2019) reported that gender equality in teaching practices enhances overall educational quality. These studies support the notion that male and female teachers are equally capable of delivering comprehensive History education.

The study found no significant difference in the extent of History curriculum coverage based on teachers' years of experience. This indicates that both novice and veteran teachers are equally effective in delivering the History curriculum. The finding suggests

that factors other than experience, such as ongoing professional development and support, play a crucial role in effective curriculum delivery. This finding is corroborated by research from Adeoye and Yusuf (2017), who found that continuous professional development is more critical than years of experience in enhancing teacher effectiveness. Furthermore, Johnson and Samuel (2021) emphasized the importance of professional development in equipping teachers with current pedagogical skills necessary for comprehensive curriculum coverage. These studies highlight the need for sustained support and training for teachers at all career stages.

Conclusion

The study's findings offer critical insights into the state of History education in secondary schools in Ilorin, Kwara State. Also, the variability in curriculum coverage suggests a need for standardized approaches and improved resource allocation to ensure all students receive a comprehensive History education. Such standardization could help bridge the gaps in curriculum delivery across different schools.

Lack of significant differences in curriculum coverage based on gender and years of teaching experience indicates that effective History education is not contingent upon these factors. This finding highlights the importance of

equitable teaching practices and the role of professional development in enhancing curriculum delivery. Ensuring that both male and female teachers, as well as novice and experienced educators, receive adequate support and training can lead to more consistent educational outcomes. In all, the findings underscore the need for targeted interventions to enhance the quality of History education. By addressing the identified gaps and supporting teachers through continuous professional development, educational stakeholders can work towards providing a more equitable and effective learning environment for all students in Ilorin, Kwara State.

Recommendations

1. Students should prioritize utilizing available library resources and maintaining a conducive study environment to enhance their academic performance.
2. Teachers should integrate innovative teaching methods and regularly update their teaching strategies to cater to diverse learning needs and maximize student engagement.
3. Parents should actively support their children's education by fostering a supportive home environment and engaging with teachers to monitor academic progress.

4. Government should allocate sufficient funding and resources towards improving school infrastructure and enhancing educational facilities across secondary schools in Kwara State.
5. School administrators should implement policies that promote a positive school climate and provide professional development opportunities for teachers to enhance teaching effectiveness.
6. Curriculum planners should review and update the secondary school curriculum to include practical and relevant subjects that prepare students for future careers and societal challenges.
7. Future researchers should conduct longitudinal studies to explore the long-term effects of educational interventions on students' academic achievement and overall well-being.

REFERENCES

- Adejumobi, J. A. (1978). Professional training and teaching methods. *Journal of Educational Methods*, 5(2), 45-56.
- Afolabi, O. M. (2018). Lecture method and its impact on student retention in Nigerian secondary schools. *Journal of Educational Practice*, 9(1), 56-72.
- Ainscow, M. (2005). Education as a fundamental human right and the foundation for a more just society. *Journal of Inclusive Education*, 9(1), 37-55.
- Ajai, O. M., Ajibade, O. O., & Aniemeka, N. O. (2019). History education and social awareness. *Journal of Historical Education*, 14(2), 78-94.

- Ajayi, J. F. A. (2015). The evolution of history teaching methodologies in Nigerian schools. *Journal of African Studies*, 21(3), 109-126.
- Akhtar, M. (2004). Curriculum development: Theories and practice. *Educational Review Journal*, 16(2), 215-230.
- Asiwaju, A. I. (1984). The historical dynamics of Nigerian integration. *Journal of Nigerian Historical Studies*, 10(2), 113-127.
- Fadeiye, J. O. (2010). Challenges in history education in Nigeria. *Educational Perspectives*, 15(3), 67-78.
- Falola, T., Adebayo, A. G., & Tunde, M. (2012). The importance of Nigerian history in education. *Journal of African History Education*, 9(3), 45-58.
- Ghansah, E. (2009). The role of teachers in history education. In S. Aggarwal (Ed.), *Teaching history: Methods and strategies* (pp. 123-137). New Delhi: Educational Publishers.
- Glenn, D. (2018). The role of evidence-based curriculum in academic success. *Educational Leadership Journal*, 76(4), 22-35.
- Jekayinfa, A. A. (2010). History education for national development. *Journal of Social Studies Education*, 20(2), 1-15.
- Joseph, P. B., Bravmann, S. L., Windschitl, M. A., Mikel, E. R., & Green, N. S. (2000). *Cultures of curriculum* (2nd ed.). Lawrence Erlbaum Associates.
- Kosemani, J. M. (2011). The evolution of history teaching in Nigeria. *Nigerian Educational Journal*, 12(1), 34-48.
- Makaran, S. (2015). Curriculum as a tool for transmitting societal values. *Educational Studies Journal*, 14(1), 34-50.
- Marsh, C. J. (2015). Curriculum as an interrelated set of plans and experiences. *Curriculum Perspectives*, 35(1), 5-18.
- Nunan, D. (2018). *Designing and adapting curriculum: The learner-centred approach*. Cambridge University Press.
- Nwoke, O. M. (2021). The decline of history education in Nigerian schools. *Journal of Nigerian Educational Studies*, 22(4), 201-215.

- Nwoke, O. M. (2021). The decline of history education in Nigerian schools. *Journal of Nigerian Educational Studies*, 22(4), 201-215.
- Offorma, G. C. (2014). Curriculum development and implementation in Nigeria. *Nigerian Journal of Curriculum Studies*, 21(2), 1-12.
- Omolewa, M. (2015). History and social studies: A conflict in educational goals? *Journal of History Education*, 30(2), 89-97.
- Taylor, M., & Young, J. (2003). Teaching history: Complexity and transformation. *Educational Review*, 55(2), 197-207.
- Tom, A. (2015). Curriculum as a plan for teaching or instruction. *Curriculum Perspectives*, 35(2), 89-103.