



## ATTITUDE TOWARDS HISTORY SUBJECT AMONG HIGHER SECONDARY STUDENTS IN WEST BENGAL: A STUDY OF PERCEPTIONS AND INFLUENCING FACTORS

Sahira Khatun<sup>1</sup> & Dr. Aniruddha Ray<sup>2</sup>

### RESEARCH ARTICLE



#### Author Details:

<sup>1</sup> Research Scholar,  
Department of Education,  
Swami Vivekananda University,  
Barrackpore, West Bengal, India;

<sup>2</sup> Professor,  
Department of Education,  
Swami Vivekananda University,  
Barrackpore, West Bengal, India

#### Corresponding Author:

Sahira Khatun

#### DOI:

<https://doi.org/10.70096/tssr.250303059>

#### Abstract

This study explores the attitudes towards History subject among higher secondary students in West Bengal focusing on their perceptions and the factors influencing their interest and engagement. History plays a key role in shaping students' understanding of society and identity yet it is often overlooked due to its limited perceived career prospects. A descriptive survey method was used involving 1220 students from both rural and urban schools affiliated with West Bengal Council of Higher Secondary Education (WBCHSE). Data were collected using a researcher made attitude scale and analyzed using descriptive statistics via SPSS. The findings revealed that most students hold a positive attitude towards History especially urban boys and rural girls who showed high interest and engagement. Attitudes were shaped by factors such as teaching methods, classroom environment, curriculum content and societal influence. Gender and location significantly influenced student perceptions with urban students generally having better access to resources and support. The study highlights the need for improved teaching strategies, student motivation and curriculum design to sustain and enhance interest in History especially among underperforming groups. These insights can guide policymakers and educators in making History education more effective and appealing.

**Keywords:** *Attitude, History, Higher Secondary, Student Perceptions*

### 1. Introduction

History is a vital subject in the school curriculum as it helps students understand the evolution of human society, culture and governance. In the context of West Bengal, History holds particular significance due to the state's rich cultural and political heritage. At the higher secondary level, History is commonly chosen by students of the humanities stream, yet there remains a noticeable variation in students' interest and engagement with the subject. While some students pursue History with genuine interest and ambition for higher studies, many display a lack of enthusiasm, often influenced by perceptions of limited career prospects and ineffective teaching practices (Olutayo, 2015; Kundu & Ghose, 2016). Student attitudes towards academic subjects play a critical role in shaping their learning outcomes and future educational choices (Thiveos, 2010). Attitudes towards History are not shaped by the subject matter alone but also by teaching methodologies, curriculum content, classroom environment, peers and parental influence and societal values (Nyamwembe et al., 2013). Unfortunately, History is often undervalued in comparison to subjects like science and mathematics which are perceived as more career-oriented (Fufa et al., 2024; Jana & Patra, 2017). This disparity influences students' motivation, performance and overall perception of the subject (Fan et al., 2016; Andrews et al., 2010). Despite growing academic interest in understanding students' attitudes towards different subjects, there is limited research focusing specifically on the subject of History at the higher secondary level in West Bengal. Moreover, factors such as gender, rural-urban background and school type are often overlooked although they may significantly impact students' perspectives (Ahmed & Maryam, 2016; Glacken, 1992). There is also a lack of attention to how curriculum design, assessment patterns and teaching practices contribute to students' attitudes toward History (Gajjela et al., 2020; Saranya & Sangeetha, 2012). This study seeks to examine the factors influencing these attitudes and to assess whether positive perceptions are associated with better academic performance. By investigating these elements, the study aspires to provide insights that can help educators and policymakers enhance the teaching and learning of History making it more engaging and meaningful for students.

### 2. Literature Review

History is a key subject in the higher secondary level in West Bengal especially for students in the social science stream. While some pursue it in higher studies many show little interest due to limited career opportunities and poor teaching methods (Azeem, 2011). Students often dislike History not because of the subject itself but because of uninspiring teaching and the low status of

humanities compared to science (David, 2016). Research suggests that History teaching should develop skills, ethical thinking and value-based learning (Matruglio, 2007). Both modern and ancient History promote values and skills but modern History emphasizes ethics while ancient History builds student capacity (Ahmed & Maryam, 2016). Despite this, curriculum reforms often ignore issues like content overload, poor teaching strategies and lack of student motivation (Fufa et al., 2024; Haydn, 2012). Students' attitudes are shaped by support from family, teachers and the wider community (Khamari & Guru, 2013). A joyful classroom and strong teacher-student relationships can boost interest and performance (Awang et al., 2013). However, many students and teachers have not worked to improve study habits (Rono, 2016). History teaching still faces problems like rigid curricula, outdated methods, lack of materials and low student involvement (Olutayo, 2015; Minazel, 2015). Teaching methods strongly influence how well students understand History. Blended learning approaches help lower-level students' master historical topics and skills like chronological thinking (David, 2016; Boadu, 2017). Teachers' personalities, teaching styles and commitment affect how students feel about the subject (Wolley, 2017; Reardon, 2011). Professional training is needed to help teachers improve their subject knowledge and teaching methods (Kose, 2016; Das et al., 2014). Peer groups and parental involvement also play a big role in shaping students' attitudes and achievement (Fan et al., 2016). Many teachers lack the motivation and influence to change these views (Sibiri, 2017). To improve student interest and performance in History, teaching methods must be more diverse and skills-based (Ishak & Awang, 2017). History education should not just pass on facts but also help students develop values, ethics and historical understanding. Despite rising interest in academic attitudes, very little research looks specifically at how higher secondary students view History. Studies often focus on the broader humanities and ignore key factors like gender and urban-rural differences. Also, the role of curriculum, teaching style and classroom experience in shaping students' attitudes toward History is still not well studied. More focused research is needed to explore these areas and to improve History education at this level.

### **3. Significance of the Study**

History holds an important place in the higher secondary curriculum not just as a subject of interest but as one that builds emotional security, maturity and confidence (Kothari Commission, 1964–66). Aydin and Tulumen (2019) describe it as humanity's shared memory, vital for shaping identity and responsibility. When societies fail to teach their values, they may adopt foreign ones that may not support long-term survival. This shift has led students, parents and teachers to see non-vocational subjects like History as less useful. As Thiveos (2010) notes, History is becoming less popular among students because it is not linked to job opportunities, making career-oriented subjects more appealing. The focus on science has also pushed History to the margins, lowering its importance for both policymakers and students. However, researchers argue that the problem lies more in how History is taught than in the subject itself. Lee (2005) and Strong (2013) highlight that History needs time and patience to understand which affects student attitudes. In West Bengal, the subject is included in the curriculum but often lacks proper attention. Effective teaching of History can build thinking skills, emotional growth and the ability to apply knowledge. Therefore, using motivational teaching methods and assessing students' attitudes is a key to developing a lasting interest in the subject.

### **4. Research Questions**

- What are the attitudes of higher secondary students in West Bengal towards the subject of History?
- What factors influence students' interest and engagement in learning History at the higher secondary level?
- How do students perceive the relevance and usefulness of History in their academic and personal lives?
- In what ways do teaching methods, classroom environment, and curriculum content affect students' attitudes towards the subject of History?

### **5. Objectives**

- To examine the attitudes of higher secondary students in West Bengal towards the subject of History.
- To identify the factors that influence students' interest and engagement with History at the higher secondary level.
- To explore students' perceptions regarding the relevance and usefulness of studying History in their academic and personal life.
- To analyze the role of teaching methods, classroom environment, and curriculum content in shaping students' attitudes towards History.

### **6. Methodology**

#### **6.1. Research Design**

Considering the demand and nature of the present study the researcher used a descriptive survey method to ascertain the study of the attitude of higher secondary students towards subject History. The present study is quantitative in nature. Quantitative research attempts to operate under the assumption of objectivity. There is a reality to be observed and that rational observers who look at the same phenomenon will agree on its existence and its characteristics (Kothari, 2007).

#### **6.2. Population and Sample of the Study**

The population for this study consisted of Class XII students both boys and girls studying in schools in West Bengal. A total of 1220 students were selected as the sample including 636 students from rural areas and 584 from urban areas. The study was

conducted in the South 24 Parganas district of West Bengal and data were collected from 20 schools across rural and urban areas. All selected schools used Bengali as the medium of instruction and were affiliated with West Bengal Council of Higher Secondary Education (WBCHSE).

### 6.3. Tools of the Study

**Attitude towards History:** The researcher developed an attitude scale to assess higher secondary students' views on History aiming to understand their perception of the subject within the social science discipline. Based on expert reviews, 30 statements were selected. The final scale consists of 30 items across six dimensions i.e., Interest, Learning Difficulties, History Phobia, Evaluation, Future Scope and Curriculum with 5 items in each. Reliability was measured using Cronbach's alpha and showed a value of 0.76 indicating good consistency. Validity was established through expert feedback, confirming both face and content validity. The scale uses a five-point Likert format, from Strongly Agree (5) to Strongly Disagree (1), with scores ranging from 30 to 150 where higher scores indicate a more positive attitude toward History.

### 6.4. Procedure of the Study

To study the attitudes of higher secondary students towards the subject of History, the researcher prepared a data collection plan in a scientific and systematic manner. The researcher visited different schools and arranged meetings with the heads of the institutions. During these meetings, the researcher explained the purpose, relevance and educational importance of the study. After understanding the study, the heads of the institutions gave their permission and fixed suitable dates for data collection. On the scheduled day, the researcher arrived at the school on time with all the required tools. As per the plan, the researcher distributed the tools to the selected students. Once the students completed their responses, they returned the filled tools to the researcher.

In the present study, the researcher collected data carefully and followed a scientific approach. The data were organized and stored in an Excel sheet. Analysis was done by IBM SPSS (version 20) based on the research questions of the study. Descriptive statistics such as frequency, percentage, mean, standard error of mean (SEM) and standard deviation were calculated. The results were presented clearly through tables and graphs.

### 7. Delimitation of the Study

- The study is limited to higher secondary students (Class XI and XII) studying in selected schools of West Bengal.
- Only students who have opted for History as a subject are included in the study.
- The study focuses on attitudes, perceptions and influencing factors related to the History subject only and does not cover other subjects.
- The data is collected from a limited number of schools using purposive random sampling depending on availability and access.

### 8. Results and Interpretation

**Table-1: Statement wise descriptive analysis of attitude towards History in the interest dimension. (Data expressed as Mean ± SEM)**

Statements of Interest	Rural		Urban	
	Boys	Girls	Boys	Girls
I like to read History subject as History is the study of change over time, and it covers all aspects of human society.	4.05±0.051	3.62±0.062	4.09±0.054	3.89±0.068
I like to be a part of a competition discussion or exhibition related to History.	2.89±0.085	2.88±0.069	3.78±0.062	2.93±0.079
I encourage my classmates to study History.	2.27±0.064	2.86±0.066	3.15±0.079	2.23±0.075
To solve any problem in History, I would like discuss with my friends.	4.02±0.054	3.70±0.058	3.88±0.057	3.55±0.064
I like to watch History channels or History documentaries	4.15±0.066	4.04±0.053	4.31±0.046	4.10±0.062

[1.00-1.79=SDA, 1.80-2.59=DA, 2.60-3.39=N, 3.40-4.19=A, 4.20-5.00=SA.]

In the interest dimension, all groups agreed that they enjoy reading History for its broad societal scope with urban boys showing the highest agreement. Students except rural boys and girls who were neutral, showed interest in participating in History-related events with urban boys agreeing most. Only urban boys agreed on encouraging peers to study History, while others were neutral or disagreed. All groups agreed that they like discussing History problems with friends. Watching History channels or documentaries received strong agreement from all groups. Overall, urban boys showed the highest interest while rural boys showed the least across multiple items.

**Table-2: Statement wise descriptive analysis of attitude towards History in the learning domain dimension. (Data expressed as Mean ± SEM)**

Statements of Learning Domain	Rural		Urban	
	Boys	Girls	Boys	Girls
If I do not understand any topic properly, I request the teachers to example the same.	3.14±0.092	2.31±0.070	3.86±0.064	3.77±0.064
I do the home assignment of History given by the teachers regularly.	4.13±0.062	3.63±0.064	3.95±0.059	4.08±0.069
After studying History, it may help positive intellectual changes.	3.87±0.069	3.63±0.080	2.95±0.064	3.65±0.078
History subject is considered as real life incident predictor.	3.34±0.076	3.51±0.050	2.16±0.066	3.47±0.077
Studying History useful for present or future lives.	4.32±0.049	4.01±0.067	3.78±0.057	3.98±0.063

[1.00-1.79=SDA, 1.80-2.59=DA, 2.60-3.39=N, 3.40-4.19=A, 4.20-5.00=SA.]

In the learning domain, urban students especially girls were more likely to ask teachers for clarification while rural girls showed low initiative. All groups agreed they regularly completed History assignments. Rural and urban girls agreed that studying History brings positive intellectual changes while urban boys were neutral. Rural and urban girls also agreed that History can predict real-life incidents whereas urban boys disagreed. All groups, particularly rural boys strongly agreed that History is useful for present and future life. Overall, rural students showed stronger learning attitudes while urban boys were less engaged in some aspects.

**Table-3: Statement wise descriptive analysis of attitude towards History in the History phobia dimension. (Data expressed as Mean ± SEM)**

Statements of History Phobia	Rural		Urban	
	Boys	Girls	Boys	Girls
The study of History should not be confined within the school-boundaries.	3.25±0.076	3.24±0.080	3.10±0.080	3.00±0.081
Fear about History became lesser after my Board Examination (XII).	4.21±0.062	3.90±0.059	3.78±0.044	4.06±0.060
One gives lesser attention to others subjects as History requires more time.	3.32±0.077	3.23±0.066	3.28±0.069	2.90±0.075
I feel more attracted towards the subjects when a teachers user chart, model to explain lesion.	3.49±0.070	3.23±0.061	3.59±0.068	3.59±0.067
Fear about History due to rote learning.	4.17±0.059	4.11±0.049	3.93±0.063	3.31±0.080

[1.00-1.79=SDA, 1.80-2.59=DA, 2.60-3.39=N, 3.40-4.19=A, 4.20-5.00=SA.]

Students were generally neutral about limiting History study to school boundaries. Most, especially rural boys and urban girls agreed that their fear of History reduced after board exams. Responses were neutral on whether History affects attention to other subjects. All groups, particularly urban students agreed that visual aids increase interest. Most students except urban girls agreed that rote learning contributes to History-related fear. Overall, fear lessens with time but rote memorization remains a key concern.

**Table-4: Statement wise descriptive analysis of attitude towards History in the evaluation dimension. (Data expressed as Mean ± SEM)**

Statements of Evaluation	Rural		Urban	
	Boys	Girls	Boys	Girls
History subject makes us understand our errors or mistakes.	4.36±0.049	4.19±0.057	4.16±0.074	4.29±0.059
History subject helps us to know the evolution of the present socio-cultural system.	3.37±0.063	2.45±0.051	3.35±0.069	3.42±0.062
History helps me to develop problem solving and reasoning skills.	2.76±0.069	3.43±0.073	2.63±0.052	2.66±0.078
There is time constraint because of heavy emphasis on the completion of the syllabus.	2.11±0.076	2.30±0.057	3.05±0.090	2.74±0.072
History is useful as it helps me in everyday life.	3.09±0.075	2.46±0.089	3.63±0.070	2.94±0.084

[1.00-1.79=SDA, 1.80-2.59=DA, 2.60-3.39=N, 3.40-4.19=A, 4.20-5.00=SA.]

Students across all groups agreed or strongly agreed that History helps them understand their mistakes. Views on History's role in explaining socio-cultural evolution were mixed with only urban girls agreeing and rural girls disagreeing. Only rural girls felt it develops reasoning skills while others were neutral. Rural students disagreed about time constraints whereas urban students

were neutral. Urban boys found History useful in daily life while others were neutral or disagreed. Overall, students showed a positive attitude toward History’s reflective value but mixed views on its practical and skill-based benefits.

**Table-5: Statement wise descriptive analysis of attitude towards History in the future scope dimension. (Data expressed as Mean ± SEM)**

Statements of Future Scope	Rural		Urban	
	Boys	Girls	Boys	Girls
In future, I like to studies History for higher for higher studies as there are many scopes.	3.08±0.078	3.83±0.053	3.50±0.078	3.05±0.079
History is considered as the determinant of human social identity.	3.96±0.066	4.26±0.061	3.46±0.082	3.25±0.075
History knowledge helps us in different competitive examinations.	2.91±0.064	2.41±0.050	3.11±0.061	2.99±0.067
I think History should be made compulsory.	3.50±0.095	4.13±0.070	3.03±0.058	2.73±0.069
My family members think that if study History in higher studies, I became more successful.	4.06±0.067	3.66±0.071	3.37±0.089	3.43±0.080

[1.00-1.79=SDA, 1.80-2.59=DA, 2.60-3.39=N, 3.40-4.19=A, 4.20-5.00=SA.]

The analysis shows that rural girls and urban boys agreed on pursuing History in higher studies while rural boys and urban girls were neutral. Rural students especially girls strongly agreed that History defines social identity while urban girls remained neutral. Most groups were neutral about its role in competitive exams with rural girls disagreeing. Rural students supported making History compulsory, unlike urban students who were neutral or leaned toward disagreement. On family support, rural boys and urban girls agreed while urban boys were neutral. Overall, rural students showed a more positive attitude toward the future scope of History.

**Table-6: Statement wise descriptive analysis of attitude towards History in the curriculum dimension. (Data expressed as Mean ± SEM).**

Statements of Curriculum	Rural		Urban	
	Boys	Girls	Boys	Girls
Our teachers apply different methods to teach us History.	4.11±0.055	3.83±0.054	4.14±0.067	3.70±0.069
History knowledge makes our life easy in cultural aspect.	3.77±0.057	3.63±0.056	3.60±0.073	3.06±0.072
Field trip is a way of interacting with the world and it helps knowledge retention as well as breaks monotony of the class routine.	3.17±0.065	3.42±0.059	3.33±0.077	2.92±0.071
The content of History is relevant to the present context.	3.30±0.076	3.54±0.070	3.36±0.064	2.56±0.084
History has vast contents in comparison with other subjects.	3.37±0.051	3.82±0.043	3.41±0.076	4.03±0.060

[1.00-1.79=SDA, 1.80-2.59=DA, 2.60-3.39=N, 3.40-4.19=A, 4.20-5.00=SA.]

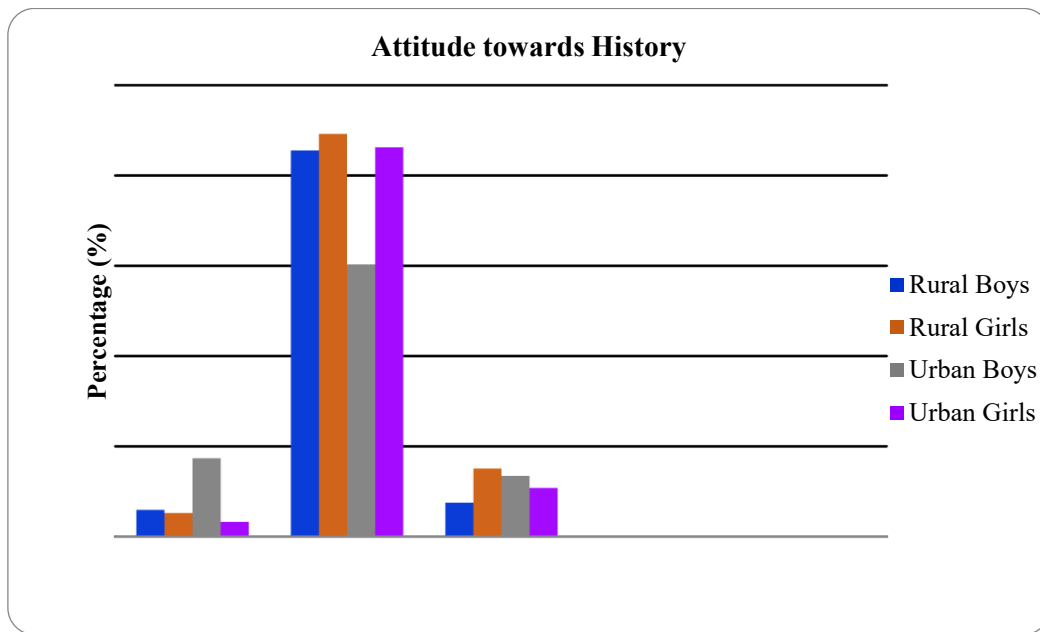
The analysis of students’ attitudes towards the History curriculum reveals that all groups generally agreed that teachers apply different teaching methods in History classes. Most students except urban girls agreed that History knowledge is helpful in understanding cultural aspects. While rural girls agreed that field trips enhance learning and break classroom monotony other groups showed a neutral attitude. Regarding the relevance of History content to the present context rural girls agreed rural and urban boys were neutral and urban girls disagreed. On the perception of History having vast content compared to other subjects all groups agreed except rural boys who remained neutral. Overall, rural girls exhibited a more positive attitude towards the curriculum aspects of History than other groups.

**Table-7: The levels of students’ attitudes towards studying History at the Higher Secondary level.**

Level		Rural		Urban		Total
		Boys	Girls	Boys	Girls	
Excellent (A+)	N	18	16	53	10	97
	%	1.48	1.31	4.34	0.82	7.95
Very Good (A)	N	261	272	184	263	980
	%	21.39	22.30	15.08	21.56	80.33
Good (B)	N	23	46	41	33	143
	%	1.88	3.77	3.37	2.70	11.72
Satisfactory (C)	N	-	-	-	-	-
	%	-	-	-	-	-

<b>Poor (D)</b>	<b>N</b>	-	-	-	-	-
	<b>%</b>	-	-	-	-	-
<b>Total</b>	<b>N</b>	302	334	278	306	1220
	<b>%</b>	24.75	27.38	22.79	25.08	100

The findings clearly indicate that higher secondary students in West Bengal generally possess a strong and positive attitude towards the study of History. The majority of students demonstrated ‘very good’ levels of interest and engagement with a notable presence of ‘excellent’ attitudes among urban boys. The complete absence of ‘satisfactory’ or ‘poor’ ratings further reinforces that negative perceptions of the subject are minimal. These results suggest that History remains a valued and appreciated subject among students highlighting the importance of maintaining effective teaching practices and supportive learning environments to sustain and enhance this positive outlook.



**Fig.1. The levels of students’ attitudes towards studying History at the Higher Secondary level**

### 9. Discussion

The study reveals that higher secondary students in West Bengal generally hold a positive attitude towards History, with notable variations based on gender and location. Boys particularly from urban areas show greater involvement in History-related activities such as competitions and discussions. Across all groups, students respond positively to History-themed media indicating the potential of audio-visual tools in enhancing classroom learning (Sunzuma et al., 2013). Rural boys tend to see History as practical and intellectually enriching while urban students though proactive in seeking academic support often find it less connected to real-life relevance (Khaled, 2013). Girls in both rural and urban settings acknowledge the subject’s life applications though rural girls show comparatively lower engagement in areas like critical thinking and academic discussions (Ajayi, 2015). A key issue identified is History phobia primarily driven by rote learning and the perception of heavy study demands with rural boys showing the highest anxiety (Oddette, 2015). However, this fear is reduced with the use of teaching aids such as charts and visuals. Urban girls appear less affected by such fear suggesting emotional variations across groups (Kriti, 2021). While most students appreciate History’s role in understanding social development, they vary in recognizing its broader cognitive benefits. Urban students also face academic stress due to syllabus pressure (Chunawala & Pradhan, 1993). Notably, rural girls are the most optimistic about the subject’s future scope and rural boys receive stronger family support to pursue History (Williams, 2016). In contrast, urban students though aware of its importance in examinations are less likely to associate History with their future identity or careers (Tok, 2016). Furthermore, rural students both boys and girls express more satisfaction with teaching methods and the cultural value of History whereas urban girls report dissatisfaction with content relevance and classroom engagement (Emmideme, 2023). Overall, most students fall within the ‘very good’ or ‘excellent’ attitude levels and no negative attitudes were reported (Veresova & Mala, 2016). These findings underline the need for more interactive, relatable and skill-oriented teaching methods, curriculum updates and targeted support systems to sustain interest and promote deeper learning especially among under-engaged groups such as rural girls and urban girls (Ishak & Awang, 2017).

### 10. Conclusion

This study found that higher secondary students with positive attitudes towards History generally performed better academically. Most students showed good or very good attitudes and none had negative views suggesting that History is an engaging subject. Girls had slightly more positive attitudes than boys supporting earlier findings that girls often prefer humanities while urban

boys showed the highest attitude levels possibly due to better resources. Urban students also scored higher than rural ones showing the impact of school quality. Attitudes varied by gender and location with rural boys and urban girls differing most and rural girls and urban boys showing similar views. Gender gaps were wider in rural areas but urban boys and girls performed similarly suggesting more equal opportunities in cities. Overall, both gender and locality influence students' attitudes and success and there is a clear link between positive attitude and higher achievement. To improve learning outcomes especially in rural areas and among underperforming groups schools should focus on building positive attitudes and reducing disparities through targeted support and better resources.

**Acknowledgment:** No

**Author's Contribution:** *Sahira Khatun:* Data Collection, Literature Review, Methodology, Analysis, Drafting, Referencing and *Dr. Aniruddha Ray:* Methodology, Analysis, Drafting

**Funding:** No

**Declaration:** All the authors have given consent for the publication.

**Competing Interest:** No

### References

1. Ahmed, U., & Maryam, S. (2016). Secondary school students' attitude towards the social science studies in Sargodha City, Pakistan. *International Journal of Academic Research in Progressive Education and Development*, 5(2), 67–76.
2. Ajayi, A. O. (2015). Towards effective teaching and learning of History in Nigerian secondary school. *International Journal of Research in Social Science and Humanities*, 2, 137–142.
3. Andrews, R., McGlynn, C., & Mycock, A. (2010). Students' attitudes towards History: Does self-identity matter? *Educational Research*, 51(3), 365–377.
4. Awang, M. M., Ahmad, A. R., Abu Bakar, N. A., Ghani, S. A., Yunus, A. N. M., Ibrahim, M. A. H., Ramalu, J. C., Saad, C. P., & Rahman, M. J. A. (2013). Students' attitude and their academic performance in nationhood education. *International Education Studies*, 6(11), 21–27.
5. Aydin, F., & Tulumen, M. (2019). Upper primary level History teachers' attitudes toward the use of school field trips as an educational aid throughout schools. *Review of International Geographical Education*, 8(3), 473–499.
6. Azeem, R. (2001). History-based teaching in higher secondary schools in Murshidabad district of West Bengal. *International Journal of Research in Social Sciences*, 8, 247–256.
7. Boadu, G. (2017). Impact of students' attitude towards the learning of social studies in senior high school. *International Journal of Humanities and Social Sciences*, 2, 137–142.
8. Chunawala, S., & Pradhan, H. C. (1993). A study of students' attitude towards school subject: A preliminary report. *A Study of Students Attitude*, 7(2–3), 50–62.
9. Das, S. K., Halder, U. K., Mishra, B., & Debnath, D. (2014). Study on relationship between attitude towards education and academic achievement in secondary level minority students. *Indian Streams Research Journal*, 4(10), 1–6.
10. David, R. (2016). An assessment of the attitudes of students towards History and government in selected secondary schools in Bomet County in Kenya. *Journal of Education and Practice*, 7(19), 90–94.
11. Emmideme, G. N. (2023). Senior high students and teachers' attitudes towards social studies subject: The case of Nanumba North District of Northern Region, Ghana. *Open Access Library Journal*, 10(4), 1–17.
12. Fan, B., Odidi, S., & James, A. (2016). Students' academic achievements in social studies: Any peer group influence? *European American Journals*, 4(5), 23–28.
13. Fufa, F. S., Tulu, A. H., & Ensene, K. A. (2024). Exploring the significant problems confronting secondary schools History education: A baseline study. *Discover Education*, 3(52), 1–12.
14. Gajjela, P., Mahendhar, V., & Sarma, K. (2020). A study on attitude of secondary school students towards the social studies subject in Sangareddy District. *Research Guru: Online Journal of Multidisciplinary Subjects*, 14(3), 30–36.
15. Glacken, J. C. (1992). Reflection on History of Western attitudes to nature. *GeoJournal*, 26(2), 103–111.
16. Haydn, T. (2012). History in schools and the problem of "the nation." *Education Sciences*, 2, 276–289.
17. Ishak, N. B., & Awang, M. M. (2017). The relationship of students' learning styles and achievement in History subject. *The International Journal of Social Sciences and Humanities Invention*, 4(3), 3372–3377.
18. Jana, A. K., & Patra, A. (2017). Attitude and achievement in geography: A study on Bengali medium students. *International Journal of Education and Psychological Research*, 6, 75–77.
19. Khaled, A. F. (2013). Jordanian students' attitude toward social studies education. *The Journal of International Social Research*, 6, 227–236.
20. Khamari, J., & Guru, N. (2013). Relationship of attitude and achievement of secondary school students. *Journal of Research and Method in Education*, 1, 50–54.
21. Kose, M. (2017). The role of high school History teachers on university students' attitudes toward History classes. *Educational Sciences: Theory and Practice*, 17, 1291–1316.
22. Kothari Commission. (1964–1966). *Report of the Education Commission (1964–66)*. New Delhi: Ministry of Education, Government of India.
23. Kothari, C. R. (2004). *Research methodology: Methods and techniques* (2nd ed.). New Delhi: New Age International Publishers.
24. Kriti, I. (2021). Students' attitude towards studying History and teaching practices. *Education Quarterly Reviews*, 4(3), 45–50.

25. Kundu, A., & Ghose, A. (2016). The relationship between attitude towards and achievement in mathematics among higher secondary students. *International Journal of Multidisciplinary Research and Development*, 3(6), 69–74.
26. Lee, S. (2005). In search of the purpose of school History. *Journal of Curriculum Studies*, 37(6), 349–358.
27. Minazel, B. H. (2015). Upper primary level History teachers' attitudes toward the use of school field trips as an educational aid throughout schools in Irbid First Education Directorate. *Journal of Education and Practice*, 6(29), 7–15.
28. NCF. (2005). *National Curriculum Framework – 2005*. National Council of Educational Research and Training, Government of India.
29. Nyamwembe, E. O., Ondigi, S., & Kiio, M. (2013). Attitude of students toward studying History and government in some selected secondary schools in Mosocho Division, Kisii County, Kenya. *Journal of Education and Practice*, 4(11), 17–27.
30. Oddette, M. (2015). An assessment of the attitudes of students towards History and government in selected secondary schools in Bomet County in Kenya. *Journal of Education and Practice*, 7(19), 90–94.
31. Olutayo, A. A. (2015). Towards effective teaching and learning of History in Nigerian secondary schools. *International Journal of Recent Research in Social Sciences and Humanities*, 2(2), 137–142.
32. Reardon, S. F. (2011). The widening academic achievement gap between the rich and the poor: New evidence and possible explanations. In *Whither opportunity?* (pp. 91–116). Russell Sage Foundation.
33. Rono, D. (2016). An assessment of the attitudes of students towards History and government in selected secondary schools in Bomet County in Kenya. *Journal of Education and Practice*, 7(19), 90–94.
34. Saranya, R., & Sangeetha, P. (2012). A study of lower secondary student attitudes towards social studies in a Catholic school. *International Journal of Research – Granthaalayah*, 5, 10–17.
35. Sibiri, J. K. (2017). An evaluation of the impact of students' attitude towards the learning of social studies in senior high school: A case study in the upper region. *Journal of Education and Practice*, 3(4), 1528–1536.
36. Sunzuma, G., Masocha, M., & Zezekwa, N. (2013). Secondary school students' attitudes towards their learning of geometry: A survey of Bindura urban secondary schools. *Greener Journal of Education Research*, 3(8), 402–410.
37. Thiveos, E. (2010). Lower secondary students' attitudes towards social studies in a Catholic school. *Education Research and Perspectives*, 37(2), 110–132.
38. Tok, B. R. (2016). Learning problems in History subject among the secondary school students of Papum-Pare district of Arunachal Pradesh. *International Journal of Education and Multidisciplinary Studies*, 5(2), 133–139.
39. Uchechi E, I. (2011). students' attitude and English language performance in secondary school in Tanzania. *Journal of Emerging Trends in Educational Research and Studies*, 4(6), 148- 154.
40. Veresova, M., & Mala, D. (2016). Attitude toward school and learning and academic achievement of adolescents. In *7th International Conference on Education and Educational Psychology. The European Proceedings of Social and Behavioural Sciences*, 6(4), 870–876.
41. Williams, S. (2016). *Teaching History: Effective teaching for learning History-Chronological vs. thematic approaches to students' historical comprehension* (Master's thesis). Digital Collections @ Dordt.
42. Woolley, M. (2017). The attitude and perception of beginning teachers in relation to teaching controversial issues in the History classroom. *Revista Electrónica Interuniversitaria de Formación del Profesorado*, 20(2), 1–16.

#### **Publisher's Note**

*The Social Science Review A Multidisciplinary Journal* remains neutral with regard to jurisdictional claims in published data, map and institutional affiliations.

#### **©The Author(s) 2025. Open Access.**

This article is licensed under a Creative Commons Attribution 4.0 International License, which permits use, sharing, adaptation, distribution and reproduction in any medium or format, as long as you give appropriate credit to the original author(s) and the source, provide a link to the Creative Commons licence, and indicate if changes were made. If material is not included in the article's Creative Commons licence and your intended use is not permitted by statutory regulation or exceeds the permitted use, you will need to obtain permission directly from the copyright holder. To view a copy of this licence, visit <http://creativecommons.org/licenses/by/4.0/>