



## **EVALUATING THE IMPACT OF HISTORY TEXTBOOKS AND EDUCATIONAL RESOURCES ON SECONDARY SCHOOL STUDENTS LEARNING OUTCOMES IN RIVERS STATE**

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### **Abstract**

The study evaluated the impact of history textbooks and educational resources on secondary school students learning outcomes in Rivers State. Three research questions with three hypotheses guided the study. The study adopted descriptive survey design. The population for the study comprised 604 History teachers in public senior secondary schools in Rivers State. A retrieved sample of 300 respondents was used. Rivers State into Rivers East, Rivers West and Rivers South East senatorial districts were stratified using stratified random sampling. Stage Quota sampling technique was applied to select History teachers from each senatorial district. The instrument constructed was a questionnaire titled “Impact of History Textbooks and Educational Resources on Secondary School Students Learning Outcomes Questionnaire (IHTERSSSLOQ)”. The content and face validity instrument was validated by experts and History head teachers. Cronbach alpha determine the reliability index of 0.87. Out of 332 copies of the instrument distributed to the respondents, 300 copies of the instruments were returned. Simple Regression method associated with ANOVA and t-test was used to answer research questions and test the hypotheses at 0.05 level of significance. The findings revealed that there is a moderate positive relationship between the availability of history textbooks and educational resources, teachers' competencies in utilizing educational resources and alignment of history textbooks with the Nigerian Ministry of Education curriculum standards and secondary school students' learning outcomes in Rivers State. The study recommended that efforts should be made to increase the availability of history textbooks and other educational resources in secondary schools across Rivers State.

**Keywords:** History Textbooks, Educational Resources, Students, Learning Outcomes

### **Introduction**

History is the academic discipline that studies past events, particularly those involving human societies. It involves a systematic exploration of how civilizations, cultures, and individuals have evolved over time, based on evidence such as written records, oral traditions, archaeological findings, and other sources. History is not just the chronicle of events, but also the interpretation and understanding of their significance. Historians aim to make sense of the past,

analyze patterns, and provide insight into the factors that have shaped the present and continue to influence the future (Adewale, 2023). The study of history is often divided into different periods such as ancient, medieval, modern, and contemporary history, each with its own focus and methodology. The discipline encourages critical thinking, as historians must evaluate sources, consider different perspectives, and understand the broader implications of events and actions. History also serves to preserve cultural identities,



inform decision-making, and teach valuable lessons from the past, both positive and negative. By understanding history, societies can better understand their own development and the interconnections with other cultures and civilizations (Ajayi, 2024).

A history textbook is a comprehensive resource that presents historical events, figures, and ideas in a structured and accessible manner, designed to educate readers, typically students, about the past. These textbooks synthesize information from various primary and secondary sources, providing narratives and analyses of significant events, movements, and periods across different regions and cultures. History textbooks aim to offer both factual knowledge and critical interpretations, encouraging students to understand historical contexts, identify causes and effects, and recognize the broader implications of past events on the present. Modern history textbooks are increasingly inclusive, incorporating diverse perspectives and challenging traditional narratives (Nwosu, 2023). Eze (2022) emphasized on the role of education in shaping national identity and understanding. These contributions highlight the importance of critically examining the sources and content included in history textbooks to ensure a more inclusive and accurate representation of historical events.

Educational resources are tools and materials that aid in the teaching and learning process, encompassing a wide range of physical, digital, and human assets that facilitate the acquisition of knowledge and skills. These resources include textbooks, learning software, multimedia content, teaching aids, and access to internet platforms, as well as the expertise and guidance provided by educators. Effective use of educational resources helps foster an engaging and supportive learning environment, enhances

student understanding, and supports diverse learning styles. Smith and Thomas (2023) noted that the integration of digital resources into classrooms has significantly impacted student engagement and learning outcomes, particularly in the context of history education. Furthermore, Williams and Chukwu (2022) emphasized the importance of culturally relevant resources in fostering historical understanding among students from diverse backgrounds, particularly in Nigerian educational settings. In the same vein, Okoro and Akinmoladun (2021) highlighted how the availability and effective use of educational resources in schools directly correlate with academic achievement and the development of critical thinking skills in history students. History teachers in senior secondary schools significantly impact students' understanding of historical events and their relevance to the present and future. They deliver broad curricula encompassing diverse historical periods, events, and figures, encouraging students to critically explore and analyze history. Beyond teaching facts, their role focuses on cultivating students' critical thinking, analytical abilities, and skills in interpreting historical sources and perspectives. By fostering inquiry and discussion, they help students connect historical events to contemporary issues, highlighting the ongoing impact of the past on society today. These educators design engaging lessons, employ diverse assessments, and integrate teaching resources like primary documents and multimedia to make history relatable. They emphasize historical empathy, cultural awareness, and societal diversity. Moreover, they prepare students for higher education and active citizenship by mentoring them in research, essay writing, and presentations. Ultimately, history teachers inspire informed, critical thinkers equipped to engage with an interconnected world (Martell, 2017).



Secondary school students' learning outcomes refer to the measurable skills, knowledge, and attitudes that students acquire as a result of their educational experiences during their time in secondary school. These outcomes are typically assessed through examinations, assignments, and other forms of evaluation, and they reflect the effectiveness of teaching methods, curriculum design, and the overall learning environment. In history education, learning outcomes can include the ability to critically analyze historical events, understand historical contexts, and connect past events to present-day issues. Okafor and Aliyu (2023) advocated that the development of students' historical thinking skills is a key indicator of learning outcomes in history classrooms, particularly when teachers incorporate diverse teaching strategies and resources. Furthermore, Adedayo and Bello (2022) highlighted that students' learning outcomes in history are significantly enhanced when they engage with active learning techniques such as project-based learning, which encourages deeper understanding and application of historical concepts. The ability of students to apply historical knowledge in real-life contexts is an important learning outcome that aligns with the goal of fostering informed and critical citizens.

The availability of history textbooks and educational resources plays a crucial role in enhancing the learning outcomes of secondary school students. Ibidapo-Obe (2023) said that textbooks provide structured content that is critical for effective learning, offering students essential information that helps them understand historical events and concepts in depth. Educational resources, including digital materials, videos, and historical documents, create a dynamic learning environment that can engage students beyond traditional methods. These resources foster critical thinking and

provide diverse perspectives, enhancing students' comprehension and retention. Ekong and Idiong (2022) emphasized the importance of resource availability in creating an enriched learning experience, as it bridges the gap between theoretical knowledge and practical understanding. The lack of such resources, however, may hinder students' engagement and performance in history, as they would rely on limited, often outdated materials that cannot provide a comprehensive view of the subject matter.

Osundina (2024) found that there is a significant difference in how teachers and students perceive the availability of textbooks and educational resources in relation to students' learning outcomes. While teachers often emphasize the importance of textbooks and other resources for effective teaching, students tend to focus on the accessibility of these materials. The difference in perception may stem from the level of resource availability at different schools and how resources are utilized in teaching. The availability and quality of textbooks and educational resources are integral to enhancing students' learning outcomes. Alabi and Oladejo (2023) study agreed that teachers' access to a variety of teaching materials, including updated history textbooks, plays a crucial role in improving student performance. However, students' perceptions often differ based on their access to these materials in the classroom. Teachers with better access to resources, such as interactive textbooks and multimedia tools, reported a more engaged student body and better academic performance. The disparity between teacher and student perceptions often arises from the unequal distribution of resources among schools in urban and rural settings.

Teachers' competencies in utilizing educational resources significantly affect students' learning outcomes in history. A



well-prepared history teacher not only has a deep understanding of the subject matter but also knows how to effectively integrate textbooks, digital resources, and other educational tools into lessons. Ojo and Adeyemi (2021) stated that teachers with high proficiency in using diverse resources can stimulate students' critical thinking, create more engaging lessons, and provide practical connections to historical concepts. When teachers fail to utilize available resources effectively, students are deprived of opportunities to explore and interact with content in varied ways, potentially resulting in lower learning outcomes. Additionally, competent teachers foster an environment that encourages inquiry and discussion, making history more relatable and accessible. Thus, teacher competencies in resource utilization have a direct correlation with students' ability to achieve academic success in history.

Adeyemi (2023) revealed that teachers' ability to effectively utilize educational resources, including textbooks and technological tools, significantly affects student learning outcomes in history. Teachers with higher competency levels in using instructional resources tend to have students who perform better. Teachers' competency involves not only knowledge of the subject but also the ability to adapt resources to different teaching styles and student needs. This dynamic is critical in ensuring that students not only learn the content but also develop critical thinking skills necessary for their academic growth. Oladapo (2024) study revealed that teachers who are more adept at integrating technology and textbooks into their lessons tend to foster better student understanding of history. This is particularly important in history education, where students need both factual knowledge and the ability to critically analyze historical events. Teacher training programs focusing on the effective use of educational resources have proven to elevate students' learning

outcomes, making it clear that competency in resource usage is as crucial as subject expertise in shaping students' academic success.

History textbooks that align with the curriculum standards set by the Nigerian Ministry of Education are essential for ensuring students' learning outcomes meet the national educational goals. Olamide and Adebayo (2023) demonstrated that when textbooks closely follow curriculum guidelines, they provide students with a structured, cohesive understanding of historical events, concepts, and figures that are pertinent to the prescribed syllabus. This alignment ensures that students are not only learning historical facts but are also developing the skills necessary for higher-level thinking, such as analysis and synthesis. However, textbooks that deviate from the curriculum or omit crucial information can mislead students, resulting in gaps in knowledge and poor academic performance. The role of aligned textbooks in shaping students' historical literacy cannot be overstated, as they serve as the foundation for both teaching and assessment within the education system.

A study by Omoniyi (2023) concluded that there is also a significant difference in how teachers and students rate the alignment of history textbooks with the curriculum standards set by the Nigerian Ministry of Education. Teachers often find textbooks to be either too comprehensive or insufficient, depending on the curriculum requirements and the students' learning capacity. On the other hand, students perceived textbooks as too difficult or too simplistic, affecting their engagement and learning outcomes. The study also revealed that textbooks that align closely with the national curriculum standards lead to better learning outcomes by providing a more structured and relevant learning experience for students. The alignment of textbooks with the curriculum standards set by the Nigerian Ministry of Education





is another critical factor influencing student learning outcomes. In their study on history textbooks and curriculum alignment, Olayemi and Ige (2023) found that textbooks that are closely aligned with the curriculum not only help students grasp historical concepts but also prepare them for exams that follow national educational standards. Misalignment, however, may lead to confusion and disengagement among students. Students who used textbooks that adhered closely to the prescribed syllabus performed better in history exams compared to those who used textbooks with less relevant content.

The impact of history textbooks and educational resources on secondary school students' learning outcomes in Rivers State is crucial for shaping the academic success of learners. Textbooks serve as foundational tools that provide students with structured content, helping them grasp essential historical concepts and events. When textbooks are well-designed and comprehensive, they not only facilitate understanding but also encourage critical thinking and engagement with historical topics. Educational resources, such as supplementary materials, multimedia tools, and online content, further enrich the learning experience, providing students with diverse perspectives and interactive learning opportunities. These resources can motivate students, enhance their retention of historical facts, and make learning more engaging.

In Rivers State, the quality and accessibility of these resources can significantly influence students' performance in history. Schools with up-to-date textbooks and a variety of supplementary materials tend to produce better learning outcomes, as students are exposed to more comprehensive and engaging content. However, challenges such as inadequate funding, limited access to resources, and poor implementation of curriculum standards may hinder the

effectiveness of textbooks and educational tools. For students to achieve their full academic potential in history, it is essential to address these barriers and ensure that educational materials are not only available but also effectively integrated into the teaching process.

A valuable contribution to knowledge on the impact of history textbooks and educational resources on secondary school students' learning outcomes in Rivers State could involve a comprehensive study that examines the accessibility, relevance, and quality of these resources in relation to students' academic performance. This study could explore how well the textbooks align with the state curriculum and whether they reflect the socio-cultural context of Rivers State, thus enhancing students' engagement and understanding. Additionally, it could investigate the availability of supplementary educational resources like digital tools, online platforms, and library facilities, analyzing their influence on learning outcomes. By focusing on both the content and the accessibility of these materials, this research could provide recommendations for improving educational resources to better support student achievement in history education. Therefore, the researcher deemed it fit to evaluate the impact of history textbooks and educational resources on secondary school students learning outcomes in Rivers State.

### **Statement of the Problem**

The research on the "Impact of History Textbooks and Educational Resources on Secondary School Students' Learning Outcomes in Rivers State" was motivated by the observed challenges in the academic performance of students in history. Despite the importance of history in shaping students' understanding of their culture and society, many students in Rivers State struggle with poor performance in history subjects. This issue is often linked to the quality of textbooks and educational



resources available to students, as well as the effectiveness of their utilization. Several factors contributed to this issue, including a lack of government investment in educational resources, limited teacher capacity to effectively use available materials, and an insufficient variety of textbooks to cater to diverse learning needs. These factors result in suboptimal learning environments that impact students' academic outcomes in history.

Observations indicated that inadequate access to updated and comprehensive history textbooks, coupled with limited teaching resources, hinders the students' ability to grasp key historical concepts. Additionally, lack of proper teacher training on resource utilization and limited government funding for educational materials exacerbates the challenges. To mitigate the challenges, it is crucial to improve access to quality textbooks and resources, provide ongoing teacher professional development on resource integration in teaching, and advocate for increased funding from the government to support educational infrastructure. By addressing these issues, students' learning outcomes can be significantly enhanced, enabling them to perform better in history and other subjects.

### **Aim and Objectives of the Study**

The aim of this study was to evaluate the impact of history textbooks and educational resources on secondary school students learning outcomes in Rivers State. The specific objectives are to;

1. Determine how availability of history textbooks and educational resources impact in Secondary School Students Learning Outcomes in Rivers State.
2. Ascertain how teachers' competencies in utilizing educational resources affect students' learning outcomes in history in Rivers State.

3. Find out how history textbooks align with the curriculum standards set by the Nigerian Ministry of Education influence Secondary School Students Learning Outcomes in Rivers State.

### **Research Questions**

1. How does availability of history textbooks and educational resources impact in Secondary School Students Learning Outcomes in Rivers State?
2. How do teachers' competencies in utilizing educational resources affect students' learning outcomes in history in Rivers State?
3. How does history textbooks align with the curriculum standards set by the Nigerian Ministry of Education influence Secondary School Students Learning Outcomes in Rivers State?

### **Hypotheses**

- 1: Availability of history textbooks and educational resources does not significantly impact in Secondary School Students Learning Outcomes in Rivers State.
2. Teachers' competencies in utilizing educational resources do not significantly affect students' learning outcomes in history in Rivers State.
3. History textbooks align with the curriculum standards set by the Nigerian Ministry of Education does not significantly influence Secondary School Students Learning Outcomes in Rivers State.

### **Methodology**

The study adopted descriptive survey designs. Descriptive survey design is a research method used to describe the characteristics, behaviors, or attitudes of a particular group or population at a specific time. It involves collecting data through questionnaires, interviews, or observations to provide a detailed account of the subject



being studied without manipulating variables. This type of design is particularly useful for exploring the current status of a phenomenon or gathering information about trends, patterns, or relationships within a population. It does not seek to establish cause-and-effect relationships but rather aims to depict a comprehensive picture of the subject under investigation. Babbie (2020) described descriptive surveys as a core methodology in social research, particularly useful for gathering data on a population's attributes. He explains that descriptive surveys are often used to explore the opinions, attitudes, or behaviors of people within a certain group, and the data collected can be used to identify patterns or correlations. The design is non-experimental, and it serves the purpose of creating an accurate representation of the situation without manipulating variables. The population for the study consisted of 604 History teachers in public senior secondary schools in Rivers State. Source: Planning, Research and Statistics (PRS) Department, RSSSB, 2-6 Emekuku Street, D-line, PH, Rivers State, 2024. The sample size for this study was 332 respondents, which represented 55% of the entire population. First, stratified random sampling was used to stratify Rivers State into Rivers East, Rivers West and Rivers South East senatorial districts. The second stage quota sampling technique was applied to select 160 History teachers from Rivers East senatorial district, 92 History teachers from Rivers West senatorial district and 80 History teachers from Rivers South East senatorial district.

The instrument for data collection was a questionnaire titled "Impact of History Textbooks and Educational Resources on Secondary School Students Learning Outcomes Questionnaire

(IHTERSSSLOQ)". The instrument was divided into two sections, A and B. Section A was used to gather personal information about the respondent; section B was used to gather data on the questionnaire with 15 items. The items were responded to on a 4-point Likert scale of Strongly agree (SA) 4 points, agree (A) 3 points, disagree (D) 2 points, and Strongly disagree (SD) 1 point, respectively. The content and face validity instrument was validated by experts in the Department of Educational Foundations, Faculty of Education, Rivers State University and History head teachers in each of the schools. They looked at the appropriateness of items in the instruments in measuring what they were supposed to measure. All their corrections and comments were incorporated to improve the final draft of the instruments, which made them valid for the study. Cronbach alpha was used to determine the reliability coefficient value of 0.87 from the respondents, which showed that the values were positive and reliable for the study. Out of 332 copies of the instrument distributed to the respondents, 300 copies of the instruments were returned showing 90% correctly filled. Simple Regression statistics method associated with ANOVA and t-test was used to answer research questions and test the hypotheses at 0.05 level of significance.

## Results and Discussion

**Research Question One:** How does availability of history textbooks and educational resources impact in Secondary School Students Learning Outcomes in Rivers State?

**H<sub>01</sub>:** Availability of history textbooks and educational resources does not significantly impact in Secondary School Students Learning Outcomes in Rivers State.



**Table 1: Model Summary Associated with ANOVA Analysis on how Availability of History Textbooks and Educational Resources Impact in Secondary School Students Learning Outcomes in Rivers State**

Learning Outcomes in Rivers State					
R					.442
R Square					.195
Adjusted R Square					.193
Std. Error of the Estimate					.46457
Analysis of Variance					
Sources of Variances	Sum of Squares	Df	Mean Square	F	Sig.
Regression	15.615	1	15.615	72.352	.000 <sup>b</sup>
Residual	64.315	298	.216		
Total	79.930	299			

The model summary and ANOVA analysis in Table 1 demonstrated that there is a moderate positive relationship between the availability of history textbooks and educational resources and the learning outcomes of secondary school students in Rivers State. The correlation coefficient ( $R = .442$ ) suggests a fair level of association, while the  $R^2$  value (.195) indicates that 19.5% of the variance in students' learning outcomes can be explained by the availability of these resources. The adjusted  $R^2$  (.193) confirms the model's robustness with minimal bias. The standard error of the estimate (.46457) reflects the average deviation of the observed outcomes from the predicted values. The ANOVA results showed that

the regression model is statistically significant ( $F(1, 298) = 72.352, p < .001$ ), emphasising that the availability of textbooks and resources significantly impacts students' learning outcomes. This result highlighted the importance of adequate educational materials in achieving better academic performance.

**Research Question Two:** How do teachers' competencies in utilizing educational resources affect students' learning outcomes in history in Rivers State?

**H<sub>02</sub>:** Teachers' competencies in utilizing educational resources do not significantly affect students' learning outcomes in history in Rivers State.

**Table 2: Model summary associated with ANOVA analysis on how teachers' competencies in utilizing educational resources affect students' learning outcomes in history in Rivers State**

<b>R</b>		<b>.757</b>			
R Square		.574			
Adjusted R Square		.572			
Std. Error of the Estimate		.34366			
Analysis of Variance					
Sources of Variances	Sum of Squares	Df	Mean Square	F	Sig.
Regression	47.376	1	47.376	401.1	.000 <sup>b</sup>
Residual	35.194	298	.118	51	
Total	82.570	299			





The model summary and ANOVA analysis in Table 2 revealed that there is a strong positive relationship between teachers' competencies in utilizing educational resources and students' learning outcomes in history in Rivers State. The correlation coefficient ( $R = .757$ ) indicates a high level of association, while the  $R^2$  value (.574) shows that 57.4% of the variance in students' learning outcomes is explained by teachers' competencies. The adjusted  $R^2$  (.572) confirms the model's reliability with minimal error. The standard error of the estimate (.34366) represents a relatively low average deviation of observed outcomes from predicted values. The ANOVA results demonstrate the statistical significance of the regression model ( $F(1, 298) = 401.151, p < .001$ ), emphasizing

that teachers' effective use of educational resources is a critical factor influencing students' academic achievements in history. This underscores the need for teacher training and resource utilization to enhance learning outcomes.

**Research Question Three:** How does history textbooks align with the curriculum standards set by the Nigerian Ministry of Education influence Secondary School Students Learning Outcomes in Rivers State?

**H<sub>03</sub>:** History textbooks align with the curriculum standards set by the Nigerian Ministry of Education does not significantly influence Secondary School Students Learning Outcomes in Rivers State.

**Table 3: Model Summary Associated with ANOVA Analysis on how History Textbooks align with the Curriculum Standards set by the Nigerian Ministry of Education Influence Secondary School Students Learning Outcomes in Rivers State**

<b>R</b>			<b>.405</b>		
R Square			.164		
Adjusted R Square			.161		
Std. Error of the Estimate			.47355		
Analysis of Variance					
Sources of Variances	Sum of Squares	df	Mean Square	F	Sig.
Regression	13.104	1	13.104	58.435	.000 <sup>b</sup>
Residual	66.826	298	.224		
Total	79.930	299			

The model summary and ANOVA results in Table 3 indicated that there is a significant but moderate relationship between the alignment of history textbooks with the Nigerian Ministry of Education curriculum standards and secondary school students' learning outcomes in Rivers State. The correlation coefficient ( $R = .405$ ) shows a moderate positive relationship, while the coefficient of determination ( $R^2 = .164$ ) implies that 16.4% of the variance in students' learning outcomes can be attributed to this alignment. The adjusted  $R^2$  (.161) supports the model's validity with minimal overestimation. The standard error of the estimate (.47355) indicates the average

deviation of observed outcomes from the predicted values. The ANOVA analysis reveals that the regression model is statistically significant ( $F(1, 298) = 58.435, p < .001$ ), suggesting that the alignment of textbooks with curriculum standards meaningfully influences learning outcomes. This emphasizes the critical role of curriculum-aligned materials in enhancing educational achievements.

### Discussion of Findings

Availability of History Textbooks and Educational Resources:

Result from research question one via hypothesis one revealed that there is a



moderate positive relationship between the availability of history textbooks and educational resources and the learning outcomes of secondary school students in Rivers State. The study of Osundina (2024) in corroboration with the present finding found that there is a significant difference in how teachers and students perceive the availability of textbooks and educational resources in relation to students' learning outcomes. While teachers often emphasize the importance of textbooks and other resources for effective teaching, students tend to focus on the accessibility of these materials. The difference in perception may stem from the level of resource availability at different schools and how resources are utilized in teaching. The study of Alabi and Oladejo (2023) who supported the present study agreed that teachers' access to a variety of teaching materials, including updated history textbooks, plays a crucial role in improving student performance. However, students' perceptions often differ based on their access to these materials in the classroom. Teachers with better access to resources, such as interactive textbooks and multimedia tools, reported a more engaged student body and better academic performance. The disparity between teacher and student perceptions often arises from the unequal distribution of resources among schools in urban and rural settings.

#### Teachers' Competencies and Educational Resources:

Result from research question two via hypothesis two concluded that there is a strong positive relationship between teachers' competencies in utilizing educational resources and students' learning outcomes in history in Rivers State. A study by Adeyemi (2023) in confirmation with the present study finding revealed that teachers' ability to effectively utilize educational resources, including textbooks and technological tools, significantly affects student learning

outcomes in history. Teachers with higher competency levels in using instructional resources tend to have students who perform better. Teachers' competency involves not only knowledge of the subject but also the ability to adapt resources to different teaching styles and student needs. This dynamic is critical in ensuring that students not only learn the content but also develop critical thinking skills necessary for their academic growth. The study of Oladapo (2024) in relation with the present study finding revealed that teachers who are more adept at integrating technology and textbooks into their lessons tend to foster better student understanding of history. This is particularly important in history education, where students need both factual knowledge and the ability to critically analyze historical events. Teacher training programs focusing on the effective use of educational resources have proven to elevate students' learning outcomes, making it clear that competency in resource usage is as crucial as subject expertise in shaping students' academic success.

#### Alignment of History Textbooks with Curriculum Standards:

Result from research question three via hypothesis three showed that there is a significant but moderate relationship between the alignment of history textbooks with the Nigerian Ministry of Education curriculum standards and secondary school students' learning outcomes in Rivers State. A study by Omoniyi (2023) with similar finding in line with the present study concluded that there is also a significant difference in how teachers and students rate the alignment of history textbooks with the curriculum standards set by the Nigerian Ministry of Education. Teachers often find textbooks to be either too comprehensive or insufficient, depending on the curriculum requirements and the students' learning capacity. On the other hand, students perceived textbooks as too difficult or too simplistic, affecting



their engagement and learning outcomes. The study also revealed that textbooks that align closely with the national curriculum standards lead to better learning outcomes by providing a more structured and relevant learning experience for students. In their study on history textbooks and curriculum alignment, Olayemi and Ige (2023) in line with the present study finding found that textbooks that are closely aligned with the curriculum not only help students grasp historical concepts but also prepare them for exams that follow national educational standards. Misalignment, however, may lead to confusion and disengagement among students. Students who used textbooks that adhered closely to the prescribed syllabus performed better in history exams compared to those who used textbooks with less relevant content.

### Conclusion

Based on the findings established from research questions via hypothesis, the study concluded that there is a moderate positive relationship between the availability of history textbooks and educational resources and the learning outcomes of secondary school students in Rivers State, there is a strong positive relationship between teachers' competencies in utilizing educational resources and students' learning outcomes in history in Rivers State and there is a significant but moderate relationship between the alignment of history textbooks with the Nigerian Ministry of Education curriculum standards and secondary school students' learning outcomes in Rivers State.

### Recommendation

Based on the findings the following recommendation were made:

1. Efforts should be made to increase the availability of history textbooks and other educational resources in secondary schools across Rivers State. This should be done through

targeted funding and resource allocation to ensure that students have adequate access to these materials, thereby enhancing their learning outcomes.

2. Comprehensive teacher training programs should be implemented to improve teachers' competencies in effectively utilizing educational resources. These programs should be designed to equip teachers with practical strategies and skills that can significantly enhance students' learning outcomes in history.
3. History textbooks should be regularly reviewed and updated to align closely with the Nigerian Ministry of Education curriculum standards. This alignment should be prioritized to ensure that the content supports the achievement of desired learning outcomes among secondary school students in Rivers State.

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