

Exploring Pupils' Attitudes Toward History as A School Subject: Evidence from Selected Secondary Schools in Lusaka, Zambia

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Abstract:

Understanding pupils' attitudes toward History as a school subject is central to contemporary debates about curriculum relevance, disciplinary knowledge and learner engagement in secondary education. Although History is widely recognised for its role in cultivating critical citizenship, historical consciousness and interpretive reasoning, pupils' engagement with the subject remained uneven, particularly in postcolonial contexts where schooling was increasingly shaped by instrumental and economic imperatives. Drawing on an interpretivist qualitative framework, this study explored how pupils from some selected secondary schools in Lusaka, Zambia, perceived History as a school subject and the factors that shaped these perceptions. Data were generated through semi-structured interviews and focus group discussions with purposively selected pupils from four secondary schools. Thematic analysis revealed that pupils' attitudes toward History were shaped by perceived relevance to lived realities, pedagogical practices, assessment regimes and broader societal discourses that ranked school subjects according to economic utility. While some pupils valued History for its contribution to national identity and civic understanding, many associated the subject with rote memorisation, examination pressure and limited future prospects. The study argued that pupils' attitudes toward History were socially constructed responses to curricular framing, classroom practices and policy-level priorities rather than individual dispositions. The study concluded by advancing curriculum, pedagogical and policy implications for re-imagining History education in ways that foreground relevance, disciplinary thinking and learner agency.

Keywords: History education; Pupils' Attitudes; Curriculum Studies; Qualitative research; Interpretivism; Zambia

1. INTRODUCTION

History as a school subject occupies a distinctive position within the secondary school curriculum, serving not only as a repository of collective memory but also as a medium through which pupils engage with questions of identity, citizenship, power, and social change (Piazuelo & Rivero, 2025; Kayman, 2025). Across education systems, History cultivates critical thinking, historical consciousness, moral reasoning, and civic responsibility, enabling pupils to interpret the past in ways that inform their understanding of the present and future (Bonsu et al., 2025). However, the extent to which these aims are realized in

classroom practice is closely linked to pupils' attitudes toward the subject, as pupils' perceptions and emotional responses significantly shape their engagement and learning outcomes.

International research shows that pupils' attitudes toward History are influenced by curriculum relevance, pedagogical approaches, assessment practices, and teacher–pupil relationships (Rodriguez, 2025; Smith & Ahmed, 2025). Where History is taught primarily as examinable content, pupils often perceive it as disconnected from their lived realities. Conversely, when instruction emphasizes inquiry, dialogue, and connections to contemporary social issues, pupils are more likely to view History as meaningful and intellectually engaging (Mulenga, 2021; Silumba, 2021). Pupils' attitudes therefore reflect how History is framed and experienced within specific educational contexts.

In postcolonial African contexts, History education is shaped by colonial legacies and contested narratives. School History has been criticized for privileging Eurocentric perspectives while marginalizing local histories and indigenous knowledge systems (McGulloch, 2025; Mbingutzi, 2024). In such settings, pupils' attitudes may reflect tensions between official curriculum knowledge and pupils' identities, particularly where History is perceived as examination-driven or externally imposed (Carpenter et al., 2025).

Within Zambia, History remains a secondary school subject intended to promote national identity, cultural understanding, and informed citizenship (MoE, 2023). Despite these intentions, many pupils reportedly regard History as less attractive than science-oriented subjects, perceiving it as content-heavy or offering limited economic prospects. Classroom conditions such as large class sizes, textbook dependence, and examination-oriented teaching further shape pupils' experiences of the subject (Mwansa & Phiri, 2020). In urban contexts such as Lusaka, pupils navigate diverse identities and aspirations influenced by rapid social change and globalization. Despite growing international scholarship, empirical research on pupils' attitudes toward History in Zambia remains limited, with pupils' voices often overlooked (Ngoma, 2020). There is therefore a need for an in-depth exploration of pupils' attitudes toward History in selected secondary schools in Lusaka, Zambia, to inform more responsive and meaningful approaches to History teaching and learning.

2. Aim of the Study

The primary aim of this study was to explore the attitudes of secondary school pupils toward history as a school subject in selected Lusaka secondary schools and to understand how these attitudes related to pupils' engagement, motivation, performance and perceptions of the subject's relevance. The study sought to interpret pupils' emotional, cognitive and behavioral responses to history as taught in their schools within Zambia's secondary education context.

2.1 Main Research Question

What are the attitudes of secondary school pupils in selected Lusaka schools toward history as a school subject?

2.2 Sub-Research Questions:

- i. How do pupils in Lusaka secondary schools perceive the relevance and value of history for their personal and academic lives?
- ii. What factors (e.g., teaching methods, curriculum content, assessment practices) influence pupils' attitudes towards history in the selected schools?
- iii. To what extent do pupils' attitudes toward history affect their engagement and academic performance in the subject?

iv. How do socio-demographic variables (e.g., grade level, gender) relate to pupils' attitudes toward history?

3. Conceptual and Theoretical Frameworks

3.1 Conceptual Framework

A conceptual framework is a logically developed structure that explains the key concepts, variables, or constructs of a study and the presumed relationships among them, guiding how a researcher understands, investigates, and interprets a research problem (Curry, 2025; Kazanskaia, 2025).

In research, a conceptual framework serves as a map or lens that links the research problem to existing theories, literature, and empirical insights (Silverman, 2025). It identifies what factors are considered important in the study, how they interact and how they inform the formulation of research questions, methodology, data analysis and interpretation of findings.

The conceptual framework for this study is grounded in the assumption that pupils' attitudes toward History are socially constructed and shaped through the interaction of pedagogical, curricular and experiential factors within specific school contexts. The framework positions pupils' attitudes as the central phenomenon, influenced by multiple interrelated variables and expressed through observable forms of engagement.

At the core of the framework are pupils' attitudes toward History, conceptualized as encompassing cognitive (beliefs about History), affective (feelings toward the subject), and behavioral (dispositions toward participation and continuation) dimensions. These attitudes do not emerge in isolation but are shaped by a constellation of contextual and experiential factors.

One key influencing dimension is teaching and learning practices which include teaching methods, teacher–pupil interactions, use of learning resources, and opportunities for dialogue and interpretation. Pedagogical approaches that emphasize rote learning and factual recall may limit pupils' interest and emotional connection to the subject while interactive and pupil-centered practices may foster more positive attitudes.

A second dimension is curriculum and assessment which encompasses the nature of historical content, representation of local and national histories and assessment demands. Pupils' attitudes are influenced by whether curriculum content resonates with their lived experiences and whether assessment practices encourage understanding rather than memorisation.

A third dimension involves pupils' lived experiences and social contexts, including family backgrounds, community histories, peer influences and exposure to contemporary social issues. These experiences shape how pupils interpret historical knowledge and determine the extent to which they perceive History as meaningful and relevant.

As observed by Silverman (2025), these influencing factors interact dynamically to shape pupils' attitudes which in turn affect learning engagement outcomes such as classroom participation, motivation, interest and subject choice at higher levels. The framework acknowledges that this relationship is not linear but recursive as pupils' engagement experiences further reinforce or reshape their attitudes toward History.

Overall, the conceptual framework provides a holistic lens for understanding pupils' attitudes as products of social interaction, curriculum experiences and lived realities. It supports the qualitative exploration of pupils' voices and meanings, thus enabling the study to illuminate how History education in Lusaka secondary schools can be made more engaging and relevant from pupils' perspectives.

3.2 Theoretical Framework

A theoretical framework is a structured set of established theories, concepts and propositions that provide a systematic explanation of a phenomenon and underpins a research study (Creswell & Poth, 2025). It explains why and how variables or constructs are expected to relate to one another, based on existing scholarly theory.

In research, a theoretical framework grounds the study within recognized bodies of knowledge, guiding the formulation of research questions, the choice of methodology, data interpretation, and the discussion of findings (Curry, 2025). It offers an analytical lens through which the researcher interprets evidence and situates the study within broader academic debates, ensuring conceptual clarity, coherence and theoretical rigor.

This study is informed by attitude theory, social constructivism, and historical consciousness theory, which together provide a conceptual lens for understanding how pupils form and express attitudes toward History as a school subject.

Attitude theory provides a foundational framework for conceptualizing pupils' attitudes as multidimensional constructs encompassing cognitive, affective, and behavioral components (Collins & Wood, 2025). From this perspective, pupils' attitudes toward History are shaped by their beliefs about the subject's usefulness and relevance, their emotional responses to learning experiences, and their behavioral dispositions such as participation, persistence, or avoidance. This theoretical orientation enables the study to move beyond simplistic positive–negative classifications and instead examine the complex ways pupils relate to History.

Ngoma (2020) further asserted that social constructivism explains how pupils' attitudes are shaped through social interaction and meaning-making processes within classroom and school contexts. Knowledge and attitudes toward History are constructed through engagement with teachers, peers, curricular texts and assessment practices. Classroom discourse, teaching strategies and opportunities for dialogue significantly influence whether pupils experience History as engaging, meaningful, or alienating. This perspective supports an interpretive exploration of how pupils' social learning environments in Lusaka secondary schools shape their perceptions of the subject.

Historical consciousness theory complements these perspectives by situating pupils' attitudes within their broader understandings of the relationship between past, present and future. Carpenter et al., (2025) held that pupils are more likely to develop positive attitudes toward History when they perceive historical knowledge as relevant to their contemporary lives and future aspirations. Conversely, when History is presented as distant or irrelevant, pupils' attitudes may become negative or indifferent. This framework allows the study to examine how pupils' perceptions of relevance and meaning influence their engagement with History.

Together, these theoretical perspectives provide an integrated framework for analysing pupils' attitudes toward History as socially constructed, experience-based and meaning-oriented phenomena. The framework aligns with an interpretivist qualitative approach that privileges pupils' voices and lived experiences, thus enabling the study to generate contextually grounded insights into History education in Lusaka secondary schools.

4. Review of Related Literature

Attitudes toward history as an academic subject significantly influence learners' engagement, performance, and long-term interest in the discipline. Prior research highlighted that positive pupil

attitudes were linked to effective teaching practices, relevance of curriculum content and the perceived value of history in broader societal and cultural contexts. Conversely, negative perceptions often stemmed from traditional pedagogies, lack of resources and pupils' belief that history was difficult or irrelevant to their lives. Studies in African contexts, including Zambia, increasingly emphasized the need to understand how sociocultural, instructional and institutional factors shaped pupils' attitudes toward history. This review synthesizes key findings from both global and regional literature to provide a foundation for examining the attitudes of secondary school pupils in Lusaka toward history as a school subject.

4.1 Conceptualizing Attitudes in Education

Attitudes in education encompass pupils' feelings, beliefs and behavioral intentions toward subject matter, teachers, learning tasks and educational value. The seminal work of Aguilar (2025) posits that attitudes influence behavioral intentions and actual behaviour; for example, a pupil with a positive attitude toward history is more likely to participate actively in class, invest effort in study and perform better academically. In the context of school subjects, attitude research often examines affective dimensions (interest, enjoyment), cognitive evaluations (perceived usefulness or relevance) and behavioral dispositions (effort, engagement).

In the Zambian context, pupils' attitudes toward history are shaped not only by individual preference but also by the subject's perceived status within the school curriculum and society. It is in this context also that Kayman (2025) asserted that when pupils view history as irrelevant to future opportunities, they may be less inclined to engage meaningfully irrespective of competency development ideals embedded in the curriculum.

4.2 History Education and Learner Motivation

Motivation is closely related to attitudes and plays a significant role in how learners engage with historical content. According to Amoakwa et. al., (2025), intrinsic motivation arises when pupils find subject matter inherently interesting, while extrinsic motivation is driven by external rewards such as grades or examinations. Research in similar educational contexts (McGulloch, 2025; Bonsu, et. al., 2025; Rodriguez, 2025) suggest that subjects perceived as "boring" or disconnected from pupils' lives engender low intrinsic motivation, undermining deep learning and critical engagement.

Silumba (2021) asserted that in many Zambian schools, teaching practices still leaned toward lecture-style delivery and memorisation, which marginalized active inquiry and diminished pupil interest. Studies such as Ali & Khan (2025) and Collins & Wood (2025) argued that incorporating local history, project-based tasks, and pupil-centered pedagogies fostered greater engagement and more positive attitudes toward history.

4.3 Curriculum Relevance and Cultural Context

Curriculum relevance is a recurring theme in literature on history education in Zambia. A study on stakeholders' appraisals of the history curriculum highlighted widespread sentiment that current curriculum content often fails to reflect local histories, cultures and contexts salient to pupils (Mulenga, 2021; Silumba, 2021; Ngoma, 2020). Mwansa & Phiri (2020) agreed with these studies and posited that pupils expressed that topics disconnected from their everyday environments such as distant world history narratives and hampered meaningful engagement.

Inclusivity of local content not only enriched pupils' sense of identity and belonging but also positioned history as a tool for understanding community heritage, civic identity and social change (Mulenga, 2021). Where local historical narratives were absent or marginalized, pupils found history abstract and irrelevant.

4.4 Teaching Practices and Classroom Environment

Teaching methods significantly shaped pupil attitudes toward history. Smith & Ahmed (2025) observed that pupil-centered approaches, including group work, inquiry tasks and discussions were associated with more positive attitudes because they encouraged active participation rather than passive reception. Conversely, Collins & Wood (2025) observed that teacher-centered instruction and didactic lecturing suppressed critical thinking and limited opportunities for pupils to construct meaning. This dynamic has been noted in broader studies on school subjects where pupils' enjoyment and interest were mediated by pedagogical styles.

Teachers' professional capacity also mattered; limited training in contemporary approaches to history instruction especially those emphasizing inquiry, project work and interpretive skills constrained teachers' ability to cultivate positive pupil attitudes.

4.5 Pupil Outcomes and Attitude Correlates

Pupils with positive attitudes toward history typically achieved higher academic outcomes, engaged more in class activities, and exhibited greater persistence in historical inquiry (Kayman, 2025). In contrast, negative attitudes correlated with avoidance behaviours, lower performance, and disengagement (Mbingutzi, 2024; Tamala & Rucker, 2025). Although direct studies on Zambia are limited, international researches corroborated the link between pupils' affective dispositions and history achievement outcomes, suggesting that attitude is both a predictor and an outcome of instructional quality and curricular relevance.

4.6 Socio-Cultural and Gender Dimensions

Attitudes also intersected with socio-demographic factors such as gender, socioeconomic status and prior academic experiences. Some studies on subject attitudes found gender differences in interests and perceptions, although these patterns varied by context and subject domain (Amoakwa et. al., 2025; Ali & Khan, 2025). In Zambia, where educational access and social expectations differed across groups, it was important to consider how such factors influenced pupil attitudes toward history.

5. Gaps in the Literature

Despite growing scholarship on History education, qualitative studies that center pupils' voices particularly within African contexts remain limited. Moreover, few studies explicitly located pupils' attitudes within curriculum theory. This study addresses these gaps by exploring pupils' lived experiences of History education through an interpretivist, curriculum-oriented lens.

6. Methodology

This study adopted a qualitative research approach to explore pupils' attitudes toward History as a school subject in selected secondary schools in Lusaka, Zambia. Qualitative research is a systematic, interpretive approach that seeks to understand social phenomena through individuals' meanings, experiences, and perspectives within their natural contexts (Ali et al., 2025; Kazanskaia, 2025). This approach was considered appropriate because pupils' attitudes toward History were socially constructed, contextually embedded, and subjectively experienced, and therefore could not be adequately captured through numerical measures alone.

The study was grounded in the interpretivist research paradigm, which assumes that reality is multiple and socially constructed through interaction and language (Silverman, 2025; Johnson & Christensen, 2025). A qualitative case study design was employed, focusing on selected secondary schools in Lusaka in order to examine pupils' attitudes within their natural classroom settings. Schools were purposively selected to

reflect contextual variation, while pupils were selected through criterion-based purposive sampling, targeting learners actively studying History at the secondary school level.

6.1 Data Generation

Data were generated through in-depth semi-structured interviews and focus group discussions with pupils. These methods enabled participants to articulate their beliefs, feelings, and classroom experiences in their own words, while group interaction facilitated the expression of shared and divergent perspectives. Open-ended questions focused on pupils' perceptions of History, classroom experiences, and factors shaping their attitudes toward the subject.

6.2 Data Analysis

All interviews and focus group discussions were audio-recorded with consent and transcribed verbatim. Data were analysed using inductive thematic analysis, involving familiarization, coding, categorization, and theme development. Trustworthiness was enhanced through triangulation of data sources, prolonged engagement, and the use of verbatim quotations to anchor interpretations in pupils' voices.

6.3 Ethical Considerations

Ethical approval was obtained prior to data collection. Informed consent and assent were secured, and participants were informed of the voluntary nature of the study and their right to withdraw. Confidentiality and anonymity were ensured through the use of pseudonyms and secure data storage.

7. Findings of the study

The qualitative findings revealed that pupils' attitudes toward History were ambivalent and contested, shaped by a complex interplay of classroom experiences, curriculum content, teaching approaches and perceptions of future relevance.

A dominant theme that emerged was limited intrinsic interest in History as a school subject. Many pupils described History lessons as demanding extensive memorisation of facts, dates and events which they found disengaging. While some pupils expressed curiosity about past events, this interest often diminished within the formal classroom setting, where learning was perceived as examination-driven rather than exploratory or meaningful.

Another prominent finding related to perceived irrelevance of History to pupils' future aspirations. Many participants questioned the usefulness of History beyond passing examinations, particularly in relation to employment and economic mobility. Pupils frequently contrasted History with science-oriented subjects which they believed offered clearer pathways to professional success. This perception significantly influenced their motivation and commitment to the subject.

The study also revealed that pedagogical practices played a central role in shaping attitudes. Pupils commonly described history lessons as teacher-centered, characterized by note dictation, textbook reading, and limited opportunities for discussion or critical engagement. Such practices constrained pupils' agency and reduced their emotional and intellectual connection to the subject.

In addition, pupils highlighted concerns about curriculum content, noting that much of the History taught felt distant from their lived realities. Topics were often described as foreign, abstract or disconnected from contemporary Zambian society. Where lessons incorporated local history, community experiences, or links to current social issues, pupils reported greater interest and engagement.

Despite these challenges, a minority of pupils expressed positive attitudes toward History, particularly when lessons encouraged storytelling, debate and reflection on identity, citizenship and moral values. Such pupils viewed History as important for understanding societal problems, national development and civic

responsibility.

8. Discussion of the study

The findings demonstrated that pupils' attitudes toward History were socially and pedagogically constructed, rather than inherent dispositions toward the subject. Consistent with interpretivist assumptions, pupils' meanings of History were shaped through everyday classroom interactions and institutional practices.

The dominance of exam-oriented and transmissive pedagogies emerged as a key factor contributing to negative attitudes. When History was presented as a body of fixed knowledge to be memorized, pupils struggled to appreciate its intellectual value or relevance to their lives. This finding resonated with qualitative studies in history education that emphasised the importance of inquiry-based and dialogic pedagogies in fostering positive pupil engagement (Silumba, 2021).

The perception of History as economically and vocationally marginal reflected broader societal discourses that privileged STEM subjects. Pupils internalized these discourses, leading them to view History as a subject of limited future utility. This highlighted how attitudes toward school subjects were shaped not only by classroom experiences but also by national education priorities and labour market narratives.

Curriculum relevance emerged as a critical mediating factor. Where pupils encountered history that resonated with their local contexts, identities and contemporary concerns, attitudes were noticeably more positive. This supported arguments for a contextualized and culturally responsive history curriculum that positioned pupils as active meaning-makers rather than passive recipients of knowledge (Kayman, 2025; Aguilar, 2025).

Importantly, the findings suggested that negative attitudes toward History were not inevitable. Pupils' accounts revealed moments of enthusiasm and intellectual curiosity when pedagogical practices aligned with participatory, narrative and reflective approaches. This underscored the transformative potential of pedagogical reform in history education.

9. Implications for Curriculum, Pedagogy and Policy

The findings of this study had significant implications for curriculum design, pedagogical practice and education policy in the teaching and learning of History at secondary school level in Zambia. Pupils' attitudes toward History, as revealed through their lived experiences, illuminated systemic issues that extended beyond individual classrooms to broader structural and ideological dimensions of schooling.

9.1 Implications for Curriculum

The study underscored the need for a curriculum that was contextually grounded, meaningful, and responsive to pupils' lived realities. Pupils' perceptions of History as distant, abstract, or irrelevant suggested that the existing curriculum did not adequately connect historical knowledge to pupils' social, cultural and national contexts. Curriculum reform should therefore prioritise the integration of Zambian and African histories, local case studies and community narratives that resonated with pupils' identities and everyday experiences.

As suggested by Carpenter et. al., (2025), the curriculum should furthermore move away from an overemphasis on content accumulation toward a focus on historical understanding and meaning-making. Rather than treating History as a static body of facts, the curriculum should foreground historical inquiry, interpretation and critical engagement with the past. This shift would allow pupils to appreciate History as a discipline that cultivates analytical thinking, ethical reasoning and civic consciousness.

The findings also suggested the importance of curricular coherence and relevance to contemporary societal challenges. Linking historical themes to present-day issues such as governance, social justice, national development and citizenship can enhance pupils' perception of History as a living and purposeful subject. Such an approach would reposition History as a resource for understanding current realities and imagining alternative futures.

9.2 Implications for Pedagogy

Pedagogically, the study highlighted the transformative potential of pupil-centered and dialogic teaching approaches in shaping positive attitudes toward History. Pupils' accounts revealed that teacher-centered, transmission-oriented methods limited engagement and reduced History to memorisation for examinations. Rodriguez (2025) was in agreement with this position and further observed that these practices constrained pupils' agency and undermined their emotional and intellectual investment in the subject.

Therefore, there was a strong case for adopting participatory pedagogies that positioned pupils as active constructors of historical meaning. Teaching strategies such as class discussions, debates, role-plays, storytelling, source analysis and project-based learning fostered deeper engagement and allowed pupils to connect historical narratives to their own experiences. Such approaches aligned with qualitative findings that pupils responded more positively when they were given opportunities to voice opinions, question interpretations and related history to contemporary life.

Additionally, pedagogies were expected to emphasise critical historical thinking rather than factual recall. Mwansa & Philip (2020) observed that encouraging pupils to analyse causes and consequences, compared perspectives and interrogated historical narratives cultivated a sense of intellectual purpose and relevance. This pedagogical shift not only enhanced attitudes toward History but also contributed to broader educational goals of critical literacy and democratic participation.

Teacher professional development emerged as a crucial pedagogical implication. Teachers required sustained support to move beyond traditional instructional practices and to develop confidence in implementing innovative, pupil-centered approaches. Continuous professional development programmes should therefore focus on pedagogical content knowledge, curriculum interpretation and reflective practice in history education.

9.3 Implications for Policy

At the policy level, the study drew attention to the broader educational discourses that shaped how subjects were valued within the school system. Pupils' perception of History as less useful or less prestigious than science-oriented subjects reflected policy signals that prioritized economic utility and labour-market outcomes (Ngoma, 2020). Education policy should therefore reaffirm the educational and societal value of History and the humanities as essential components of holistic education.

Policy frameworks should support curriculum reform initiatives that promote locally relevant and culturally responsive history education. This includes allocating resources for the development of teaching materials that reflect Zambian historical experiences and supporting research that informs context-specific curriculum design. Without adequate policy backing, curriculum and pedagogical reforms are unlikely to be sustained.

Assessment policy also warrants reconsideration. High-stakes examinations that emphasize rote memorisation reinforce teacher-centered pedagogy and narrow conceptions of historical knowledge. Policy shifts toward formative and competency-based assessment encouraged teaching practices that value interpretation, reasoning, and reflective understanding, thereby positively influencing pupils' attitudes.

Finally, policy interventions should address teacher education and deployment. Pre-service and in-service teacher training programmes must explicitly prioritise history pedagogy, ensuring that teachers are equipped not only with content knowledge but also with skills to facilitate engaging and meaningful learning experiences. Policy support for manageable class sizes, adequate instructional time and access to teaching resources is equally critical.

10. Concluding Synthesis

Collectively, the implications of this study suggested that improving pupils' attitudes toward History required systemic change across curriculum, pedagogy and policy. Attitudes were not merely individual dispositions but were produced through institutional practices, curricular choices and policy priorities. By aligning curriculum content with pupils' lived realities, adopting participatory pedagogies and enacting supportive policies that recognised the value of History, education stakeholders can reposition History as a vital, engaging and socially relevant school subject.

11. Conclusion

This study found that pupils' attitudes toward History in Zambian secondary schools were socially constructed and shaped by curriculum, pedagogy, assessment and classroom experiences. While pupils valued History for fostering national identity and civic awareness, their engagement depended on how the subject was taught. Interactive and relevant teaching promoted positive attitudes, whereas rote, exam-focused instruction led to disengagement. The findings also highlighted a gap between the intended and lived curriculum where assessment pressures often limited critical thinking and historical inquiry. Enhancing pupils' attitudes required aligning curriculum intentions with classroom realities, improving pedagogy and assessment practices and foregrounding pupils' voices, making History more meaningful, engaging and empowering for developing reflective critically aware citizens.

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