



The Role of History Education in Shaping Environmental Awareness and Cultural Revivalism among Student-Teachers: A Study of FCT College of Education, Zuba, Abuja

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Abstract. Environmental degradation and cultural erosion have become two of the most pressing challenges confronting Nigeria in the twenty-first century. While environmental challenges such as deforestation, flooding, desertification and pollution continue to threaten sustainable development, the nation's rich cultural heritage is increasingly being undermined by globalization, urbanization and changing social values. This study examines the role of History Education in shaping environmental awareness and promoting cultural revivalism among student-teachers, using the FCT College of Education, Zuba, Abuja, as case study. The study adopts a mixed-methods approach, combining qualitative and quantitative research. Data were generated through structured questionnaires administered to NCE II and NCE III History students and interviews conducted with lecturers in the History Department. Relevant literature and the History curriculum were also reviewed to provide theoretical and contextual support for the study. Findings reveal that History Education can play significant role in promoting environmental consciousness by exposing students to indigenous conservation practices, traditional ecological knowledge and sustainable resource management systems that characterized pre-colonial African societies. The study further establishes that the teaching of Nigerian and African history strengthens students' appreciation of their cultural heritage, thereby promoting cultural identity, patriotism and cultural revivalism. However, the study also identifies inadequate curriculum content, limited instructional resources, insufficient field-based learning opportunities and inadequate attention to environmental history as major constraints.

Keywords: History Education, Environmental Awareness, Cultural Revivalism, Indigenous

Knowledge, Sustainable Development, Teacher Education.

1. Introduction

History has remained one of the most important disciplines for understanding human society, preserving collective memory and promoting responsible citizenship. Beyond its traditional role of documenting past events, History Education serves as an instrument for transmitting societal values, preserving cultural heritage and equipping learners with the knowledge required to address contemporary social challenges. Through the study of historical experiences, individuals develop a better understanding of the interaction between human societies and their physical environment, while also appreciating the cultural values that have sustained communities across generations (Afigbo, 2005). However, in recent decades, environmental degradation has emerged as one of Nigeria's most serious developmental challenges. The country continues to experience widespread deforestation, desertification, flooding, erosion, pollution and indiscriminate exploitation of natural resources. These environmental problems have significant implications for economic development, food security, public health and sustainable livelihoods. At the same time, globalization, rapid urbanization and technological advancement have contributed to the gradual erosion of indigenous cultural values, languages, customs and traditional knowledge systems that once formed the foundation of many Nigerian communities (Babalola & Olawuyi, 2021).

Education is universally acknowledged as one of the most effective instruments for addressing societal challenges and promoting sustainable development.

Among school subjects, History occupies a unique position because it links the past with the present and provides guidance for the future. It enables learners to understand how earlier societies managed their natural environment, organized their social institutions and preserved their cultural heritage. Consequently, History Education provides opportunities for students to appreciate indigenous environmental conservation practices and cultural traditions that remain relevant to contemporary development (Ikime, 1980).

Traditional Nigerian societies developed several indigenous mechanisms for environmental conservation long before the emergence of modern environmental policies. Sacred groves, community forests, traditional land tenure systems, cultural taboos and communal resource management practices served as effective means of protecting biodiversity and ensuring the sustainable use of natural resources. Similarly, indigenous institutions, festivals, languages, crafts and traditional governance systems contributed significantly to the preservation of cultural identity and social cohesion. These historical experiences provide valuable lessons that can be integrated into contemporary History Education to foster environmental awareness and cultural revivalism among young people (Falola, 2003).

Despite the recognized importance of History Education, the subject has often received inadequate attention within the Nigerian educational system. Greater emphasis has frequently been placed on political history and constitutional developments, with relatively limited attention devoted to environmental history, indigenous ecological knowledge and cultural heritage studies. Consequently, many students graduate with limited appreciation of the historical relationship between human societies, their environment and their cultural identity.

As institutions responsible for preparing future teachers, Colleges of Education occupy a strategic position in promoting these values. Student-teachers who acquire sound historical knowledge and develop positive attitudes towards environmental conservation and cultural preservation are better equipped to transfer such values to future generations through classroom instruction. It is against this backdrop that this study investigates the role of History Education in shaping environmental awareness and promoting cultural revivalism among students of the History Department, FCT College of Education, Zuba, Abuja.

1.1 Research Questions

- To what extent does history education influence environmental awareness among History students in FCT College of Education, Zuba?
- To what extent does history promote cultural revivalism among the students?
- What are the challenges to using history education for environmental and cultural goals?

1.2 Justification of the Study

This study is justified on the premise that environmental sustainability and cultural preservation are essential components of national development. In recent years, Nigeria has witnessed increasing environmental degradation arising from deforestation, desertification, flooding, erosion, pollution and poor waste management. At the same time, many indigenous cultural values and practices are gradually disappearing due to westernization, urbanization and globalization.

History education occupies a strategic position in addressing these challenges because it exposes learners to the environmental practices and cultural heritage of past societies. Through the study of history, students gain knowledge of indigenous systems of environmental conservation, traditional methods of resource management, and cultural values that promoted peaceful coexistence and sustainable development.

The findings of this study are, therefore, of immense value to researchers, history lecturers and students, policy makers, curriculum planners and school administrators.

Lecturers: The knowledge gained has provided useful information to history lecturers on steps needed to be taken to elicit Cultural revivalism and environmental awareness.

Students: The outcome of this study has improved students' understanding of history and it has provoked in them the spirit of pride in their identity and Cultural heritage. This sense of belongingness had reinforced community identity and pride.

Curriculum Planners: This study is also of immense value to our curriculum designers by providing procedures and strategies to integrate within the framework of history teaching pedagogical steps that will instill in the student psyche the desire for Cultural revivalism and a holistic approach to their environment.

Researchers: This study had also provided future researchers with some reliable instruments, actions procedures as well as references for future research on the topic.

2. Literature Review

2.1 Conceptual Clarification

2.1.1 History Education

History Education refers to the systematic process of teaching and learning about past events, human experiences, institutions, and civilizations with the aim of developing critical thinking, historical consciousness, responsible citizenship, and national identity. Beyond the acquisition of historical facts, History Education enables learners to appreciate the relationship between the past, the present, and the future while providing lessons applicable to contemporary societal challenges.

History has often been described as the memory of society. Just as memory enables individuals to understand their identity and make informed decisions, History provides societies with knowledge of their collective experiences and guides future development. Consequently, History Education remains indispensable in promoting patriotism, responsible citizenship, and social cohesion.

2.1.2 Environmental Awareness

Environmental awareness refers to the knowledge, attitudes, values, and practices that encourage individuals to understand environmental challenges and participate actively in environmental conservation. It involves developing an appreciation of the relationship between humans and their environment and adopting sustainable practices that protect natural resources for present and future generations.

Environmental awareness extends beyond knowledge acquisition to include behavioural change. Individuals who possess adequate environmental awareness are more likely to engage in responsible environmental practices such as proper waste management, conservation of biodiversity, sustainable utilization of natural resources, and environmental advocacy.

2.1.3 Cultural Revivalism

Cultural revivalism refers to deliberate efforts aimed at reclaiming, preserving, revitalizing, and promoting indigenous cultural values, beliefs, customs,

languages, institutions, festivals, arts, and traditional knowledge systems that may have declined as a result of colonialism, modernization, or globalization.

History Education contributes significantly to cultural revivalism by exposing learners to the achievements of earlier civilizations, indigenous governance systems, traditional institutions, and cultural practices that continue to shape contemporary society. Through this process, learners develop pride in their cultural identity while appreciating Nigeria's cultural diversity.

2.2 Review of Related Literature

History generally connotes the study of the past, which provides the basis for understanding the present and making informed decisions about the future. It is to a people what memory is to an individual. The progress and development of every society depend largely on its ability to preserve its historical experiences and apply the lessons derived from them to contemporary realities (Isichei, 1983).

Teacher Education refers to the professional preparation provided to prospective and serving teachers with the objective of equipping them with the knowledge, skills, competencies, and professional attitudes necessary for effective classroom practice. One of the major goals of teacher education is to produce teachers who are intellectually sound, professionally competent, and capable of adapting to changing educational and societal needs (Fafunwa, 1974).

The relationship between History Education, environmental awareness, and cultural revivalism has attracted increasing scholarly attention in recent years. Several scholars argue that historical knowledge contributes significantly to environmental sustainability by exposing learners to indigenous environmental management systems that existed before the introduction of modern conservation policies (see Leicht et al, 2018; UNESCO, 2021; and Agbedahin, 2019).

UNESCO (2014) maintains that Education for Sustainable Development should draw extensively from indigenous historical knowledge and local cultural experiences in promoting sustainable environmental practices. Similarly, Falola (2003) argues that many pre-colonial African societies maintained environmental sustainability through communal land tenure systems, sacred groves, traditional conservation practices, and cultural taboos that regulated the exploitation of natural resources. According to the author, integrating these historical experiences into History Education provides learners

with practical alternatives for addressing contemporary environmental challenges. Usman (2003), observes that History should be viewed as a holistic discipline dealing with the totality of human experience. Consequently, there exists a strong relationship between the study of History and the physical, social, economic, and environmental experiences of society. Understanding this relationship enables learners to appreciate how historical developments have shaped interactions between people and their environment.

Afigbo (2005) further examined the role of cultural education in preserving and revitalizing traditional practices among youths in Nigeria. The study revealed that History Education that incorporates indigenous cultural heritage strengthens students' sense of identity and belonging while encouraging greater participation in cultural preservation activities. He emphasizes the importance of integrating environmental themes into subjects such as History and Geography. According to the study, exposing students to environmental issues through historical narratives helps them develop a holistic understanding of the consequences of human activities on the environment and encourages sustainable environmental practices.

Ogunniyi (2011) and Ogunyemi (2005) documented how indigenous conservation practices, including Yoruba sacred groves, traditional festivals, and Hausa *fadama* farming systems, have historically contributed to ecosystem preservation. These scholars argue that introducing such indigenous environmental practices into History Education enables learners to appreciate that environmental conservation is deeply rooted in African societies rather than being an entirely foreign concept. Similarly, Afigbo (2005) and Echeruo (1977) contend that History Education serves as an effective instrument for reversing the identity crisis created by colonialism and post-colonial institutions. They argue that exposing learners to pre-colonial African civilizations such as Nok, Benin, Kanem-Borno, and other indigenous political systems promote self-esteem, cultural pride, and national consciousness.

Within the broader international context, Jan Assmann's theory of cultural memory provides an important explanation for cultural revivalism. Assmann (1992) argues that collective memory preserved through historical narratives forms the foundation upon which societies reconstruct cultural identity and revive traditional practices. Historical memory therefore serves as a powerful mechanism for preserving languages, customs, institutions, rituals, and collective values across generations. William (1993), argue that understanding historical human-

environment interactions is crucial for contemporary environmental awareness. By studying how past societies adapted to and managed their environments, we gain insights into sustainable practices and the impacts of environmental changes over time.

Richard (1992), on the other hand, highlighted how historical narratives shape our understanding of environmental issues. The ways in which history is taught and remembered can influence how societies perceive their environmental responsibilities and challenges. For instance, narratives of environmental degradation or stewardship in history can drive current conservation efforts. Similarly, Carolyn (2017) have examined how historical ideas about nature and the environment have evolved. She argued that cultural revivalism can intersect with environmental awareness when traditional ecological knowledge and practices are revived as part of a broader movement to address modern environmental crises. And this is evident to the fact that the intersection of history, cultural revivalism and environmental awareness can best be understood in the increasing recognition of the value of indigenous knowledge in environmental management.

In essence therefore, the role of history education in shaping cultural revivalism and environmental awareness is deeply interwoven. Historical narratives not only influence how cultures reclaim their identities but also how they address environmental challenges. Understanding these dynamics requires a multidisciplinary approach that considers history, culture, and environmental science together.

However, despite the above scholarly contributions, most previous studies have concentrated on universities and secondary schools. Comparatively little attention has been given to Colleges of Education, which remain the principal institutions responsible for producing History teachers for Nigeria's basic education sector. This study therefore seeks to bridge this gap by examining the role of History Education in shaping environmental awareness and cultural revivalism among student-teachers at the FCT College of Education, Zuba.

3. Research Methodology

3.1 Research Design

This study adopted a case study research design, employing both qualitative and quantitative research methods to investigate the role of History Education in shaping environmental awareness and cultural

revivalism among student-teachers at the FCT College of Education, Zuba, Abuja.

The choice of a case study design was informed by its suitability for conducting an in-depth investigation of a contemporary phenomenon within its real-life context. The design enabled the researcher to obtain a comprehensive understanding of how History Education contributes to environmental awareness and cultural revivalism among students in the institution.

To achieve the objectives of the study, both primary and secondary sources of data were utilized. Primary data were generated through questionnaires and interviews, while secondary data were obtained from relevant textbooks, journal articles, official publications, and other scholarly materials on History Education, environmental sustainability, and cultural revivalism. In addition, the History curriculum of the College was reviewed to provide the theoretical and contextual framework for the study.

The adoption of a mixed-methods approach enhanced the credibility of the findings by allowing quantitative data to complement qualitative evidence obtained through interviews and documentary analysis.

3.2 Population of the Study

The population of the study comprised all NCE II and NCE III students of the History Department, FCT College of Education, Zuba, during the 2025/2026 academic session. The population consisted of 89 students, made up of 43 NCE II students and 46 NCE III students.

In addition, the study also included all the academic staff of the History Department. Owing to the relatively small size of the staff population, all the ten (10) lecturers were involved in the study to ensure adequate representation and to obtain comprehensive professional perspectives on the subject under investigation.

3.3 Sample and Sampling Technique

A sample of 50 students was selected from the student population using a simple random sampling technique. The sample comprised:

- 25 students from NCE II
- 25 students from NCE III

This ensured equal representation of both academic levels in the study while minimizing sampling bias.

For the qualitative component, all 10 lecturers in the History Department were purposively selected and interviewed because of their relatively small population and their direct involvement in History Education.

3.4 Instrument for Data Collection

Two principal instruments were employed for data collection:

Questionnaire

A structured questionnaire was designed by the researchers and administered to the selected student respondents. The questionnaire contained both closed-ended and a few open-ended items that sought information on students' perceptions of History Education, environmental awareness, and cultural revivalism.

The questionnaire was organized into sections corresponding to the research questions and objectives of the study.

Interview

A semi-structured interview schedule was administered to lecturers in the History Department. The interview provided opportunities for respondents to express their professional opinions regarding the contribution of History Education to environmental sustainability and cultural preservation.

The interview data complemented the questionnaire responses by providing richer explanations of the issues investigated.

3.5 Validity and Reliability of the Instruments

To ensure the validity of the research instruments, the questionnaire and interview schedule were submitted to experts in History Education and educational research for critical examination.

Their observations, suggestions, and corrections were carefully incorporated before the final administration of the instruments. This process ensured that the instruments adequately measured the variables they were intended to measure and were consistent with the objectives of the study.

The reliability of the instruments was enhanced through careful wording of the questionnaire items, clarity of instructions, and consistency in the administration procedures. These measures improved the dependability of the data generated during the study.

3.6 Method of Data Collection

The researchers personally administered the questionnaires to the selected respondents within the History Department after obtaining the necessary approval from the Head of Department.

Completed questionnaires were retrieved immediately where possible, while interviews with lecturers were conducted at mutually convenient periods. The researcher ensured that respondents were adequately informed about the purpose of the study before participating.

3.7 Method of Data Analysis

Data generated from the study were analyzed using both qualitative and quantitative techniques.

Quantitative data obtained from the questionnaires were analyzed using descriptive statistics, including frequency counts, percentages, tables, and charts, where appropriate.

Qualitative data generated through interviews and documentary review were analyzed using the historical and thematic methods of analysis. Responses from interview participants were carefully examined, categorized into emerging themes, and interpreted in relation to the objectives of the study.

The combination of descriptive statistical analysis and qualitative interpretation enabled the researcher to present comprehensive findings capable of addressing the research questions.

3.8 Ethical Considerations

Ethical principles were strictly observed throughout the conduct of the study.

Participation was voluntary, and respondents were adequately informed about the purpose of the research before completing the questionnaire or participating in the interview.

The anonymity and confidentiality of all participants were guaranteed, and information obtained during the study was used strictly for academic purposes.

4. Results and Discussions

This section presents the analysis and interpretation of data collected from the field in line with the objectives and research questions of the study. Data were obtained through two complementary instruments: a structured questionnaire administered to selected NCE II and NCE III History students and semi-structured interviews conducted with lecturers in the History Department, FCT College of Education, Zuba. Of the total population of 89 students (43 in NCE II and 46 in NCE III), 50 students were selected through simple random sampling, comprising 25 students from NCE II and 25 students from NCE III. In addition, 10 lecturers participated in the interview sessions, providing qualitative insights that complemented the questionnaire findings.

The findings are presented according to the three research questions that guided the study. Quantitative results are first presented using descriptive statistics, followed by qualitative evidence from the interviews. The findings are then interpreted in relation to the reviewed literature.

4.1 Demographic Characteristics of Respondents

Before addressing the research questions, it is important to describe the demographic profile of the respondents. The demographic characteristics of the respondents were analysed based on gender, age, academic level, and course combination. The results are presented in Table 4.1.

Table 4.1: Demographic Characteristics of Student Respondents

Item	Distribution	Details	Population	Percentage
Q1	Gender	Male	20	40%
		Female	30	60%
		Total	50	100%
Q2	Age	Below 18	27	54%
		18 – 22	13	26%
		23 – 27	7	14%
		Above 27	3	6%
		Total	50	100%
Q3	Level	NCE II	25	50%
		NCE III	25	50%
		Total	50	100%
		CRS/HIS	2	4%

Q4	Course Combination	ECO/HIS	14	28%
		ENG/HIS	14	28%
		GEO/HIS	4	8%
		HIS/ISS	12	24%
		HIS/SOS	4	8%
		Total	50	100%

Source: Field Survey, 2026.

Table 4.1 presents the demographic characteristics of the respondents. The gender distribution shows that 30 respondents (60%) were female, while 20 respondents (40%) were male. This indicates that female students constituted the majority of the respondents, suggesting a relatively higher representation of females among the History students sampled for the study.

With respect to age, the majority of the respondents, 27 students (54%), were below 18 years. This was followed by 13 respondents (26%) within the 18–22 years age bracket, while 7 respondents (14%) were between 23 and 27 years. Only 3 respondents (6%) were above 27 years. The findings indicate that the respondents were predominantly young students, which is expected in a College of Education environment and suggests that the study largely captured the perceptions of youths who are at a formative stage of developing environmental awareness and cultural values.

Regarding academic level, the respondents were evenly distributed between NCE II and NCE III, with 25 students (50%) selected from each level. This equal representation ensured a balanced perspective from students at different stages of their academic programme and minimized the possibility of bias arising from overrepresentation of a particular level.

The distribution by course combination reveals that ECO/HIS and ENG/HIS had the highest representation, each accounting for 14 respondents (28%). This was followed by HIS/ISS with 12 respondents (24%). The least represented course combination was CRS/HIS, which accounted for only 2 respondents (4%), while GEO/HIS and HIS/SOS each contributed 4 respondents (8%). This distribution indicates that the respondents were drawn from diverse History-related academic combinations, thereby enhancing the representativeness of the sample and ensuring that the findings reflect the views of students from different disciplinary backgrounds within the History Department.

Overall, the demographic profile suggests that the study captured a diverse group of student-teachers in terms of gender, age, academic level, and course combinations, thereby providing a reliable basis for examining the role of History Education in shaping environmental awareness and cultural revivalism among students of FCT College of Education, Zuba.

4.2 Descriptive Statistics

This subsection presents the analysis and discussion of findings based on the research questions that guided the study. Data obtained from the questionnaires administered to students were analysed using frequencies, percentages, and mean scores, while qualitative data generated through interviews with lecturers were analysed thematically. The presentation of findings follows the sequence of the research questions, with each question being examined through the integration of quantitative and qualitative evidence. This approach provides a comprehensive understanding of the role of History Education in shaping environmental awareness and promoting cultural revivalism among student-teachers at the FCT College of Education, Zuba.

Research Question One: To what extent does History Education influence environmental awareness among students of FCT College of Education, Zuba?

Table 4.2: Students' Perceptions of the Influence of History Education on Environmental Awareness (n = 50)

Item	Statements	SA	A	U	D	SD	Mean	Decision
Q5	History classes taught me about how Nigerians lived with nature in the past	18	26	5	1	0	4.22	Agreed
Q6	I learned about traditional practices like sacred groves, taboos, and seasonal farming through History	19	20	8	3	0	4.10	Agreed
Q7	My History teacher connected past events to present environmental problems	15	27	8	0	0	4.14	Agreed
Q8	History lessons included stories of local heroes, festivals, and cultural values	17	23	9	1	0	4.12	Agreed
Q9	History education made me proud of Nigerian culture	11	29	10	0	0	4.02	Agreed
Q10	I wish History was taught more with local examples from my state/community	19	22	9	0	0	4.20	Agreed

Grand Mean = 4.13 **Source:** Field Survey, 2026.

Respondents generally agreed that History Education positively influences environmental awareness. The results indicate that students perceive History Education as making a meaningful contribution to environmental awareness. The highest mean score (4.22) suggests that respondents strongly acknowledged the role of History lessons in helping them understand historical interactions between Nigerians and their natural environment. Likewise, the high ratings across the remaining items demonstrate that students believe History Education has enhanced their understanding of indigenous conservation practices, contemporary environmental problems, and responsible environmental behaviour. The overall grand mean of 4.13 indicates a consistently favourable perception of the contribution of History Education to environmental awareness among student-teachers.

The lecturers interviewed expressed similar views. They emphasized that History Education exposes learners to indigenous ecological knowledge, sacred groves, communal resource management, traditional farming systems, and other historical conservation practices. According to them, such knowledge helps students appreciate the importance of environmental stewardship and sustainable use of natural resources. However, they also observed that environmental history receives insufficient emphasis in the current curriculum and recommended greater incorporation of local environmental case studies and experiential learning activities.

The convergence between the questionnaire findings and the interview responses strengthens the conclusion that History Education contributes positively to environmental awareness among student-teachers. The findings are consistent with the views of UNESCO (2014), which advocates the integration of indigenous knowledge into education for sustainable development, and Falola (2003), who argues that many African societies historically practiced sustainable environmental management through indigenous institutions and cultural norms. The findings also support Usman (2003)'s position that History is a holistic discipline linking human societies with their physical environment.

Research Question Two: To what extent does History Education promote cultural revitalisation among students of FCT College of Education, Zuba?

To answer this research question, responses to the questionnaire items relating to cultural identity, indigenous knowledge, cultural heritage, and cultural participation were analysed using frequencies, percentages, and mean scores. The quantitative findings were subsequently corroborated with data obtained from the interviews conducted with lecturers in the History Department.

Table 4.3: Students' Perceptions of the Role of History Education in Promoting Cultural Revivalism (n = 50)

Item	Statements	SA	A	U	D	SD	Mean	Decision
Q11	History education has improved my appreciation of Nigerian cultural heritage.	18	22	9	1	0	4.14	Agreed
Q12	History classes encourage the preservation of indigenous traditions.	13	21	15	1	0	3.92	Agreed
Q13	History education strengthens my cultural identity.	17	20	12	1	0	4.06	Agreed
Q14	History lessons have increased my pride in Nigerian culture.	21	17	10	2	0	4.14	Agreed
Q15	History has improved my knowledge of indigenous cultural practices.	16	18	16	0	0	4.00	Agreed
Q16	Learning Nigerian history promotes respect for cultural diversity	8	32	8	2	0	3.92	Agreed
Q17	appreciate the importance of preserving Nigerian cultural heritage.	11	27	12	0	0	3.98	Agreed
Q18	History encourages me to participate in cultural activities.	11	32	6	1	0	4.06	Agreed
Q19	History Education can help revive endangered cultural values.	16	20	13	1	0	4.02	Agreed

Grand Mean = 4.03

Source: Field Survey, 2026.

Table 4.3 presents the responses of students on the role of History Education in promoting cultural revivalism. The analysis reveals that all the questionnaire items recorded mean scores above the acceptance benchmark of 3.50, indicating a positive perception of the contribution of History Education to cultural preservation and revivalism. The highest mean score (4.14) was recorded for Items Q15 and Q18, suggesting that respondents strongly agreed that History Education enhances appreciation of Nigeria's cultural heritage and encourages positive attitudes towards indigenous cultural values. Similarly, Items Q17, Q23, and Q24 recorded mean scores above 4.00, indicating that History lessons have increased students' knowledge of indigenous traditions, strengthened their sense of cultural identity, and encouraged greater respect for Nigerian cultural heritage.

Although Items Q16 and Q21 recorded comparatively lower mean scores (3.92), they still exceeded the decision benchmark, implying that respondents generally agreed with the statements. This suggests that while History

Education has made a positive contribution to cultural revitalisation, there remains room for strengthening students' active participation in cultural activities and deepening their knowledge of indigenous traditions. The overall grand mean of 4.03 demonstrates that students perceive History Education as an effective instrument for promoting cultural identity, preserving indigenous knowledge, and revivalism cultural values among student-teachers.

The qualitative data obtained from the interviews with lecturers strongly support the questionnaire findings. The participants unanimously agreed that History Education plays a vital role in preserving Nigeria's cultural heritage by exposing students to indigenous political institutions, traditional leadership systems, festivals, languages, arts, customs, and historical achievements. Several lecturers observed that many young people have become increasingly detached from their cultural heritage as a result of globalization, urbanization, and the influence of foreign cultures. They maintained that the teaching of History provides students with opportunities to rediscover their cultural identity and appreciate the values embedded in indigenous institutions and practices.

The lecturers further emphasized that incorporating local history into classroom instruction, organizing visits to historical sites and museums, and encouraging students to participate in cultural festivals would significantly enhance the effectiveness of History Education in promoting cultural revivalism.

The findings from both the questionnaire and the interviews indicate that History Education contributes significantly to cultural revivalism among student-teachers at FCT College of Education, Zuba. The consistently high mean scores demonstrate that students recognize the role of History in preserving indigenous knowledge, promoting cultural pride, and strengthening national identity. The lecturers' views further reinforce this conclusion by highlighting the importance of local history and cultural heritage in fostering a sense of belonging and continuity among learners.

These findings are consistent with the position of Afigbo (2005), who argues that History Education is an important instrument for restoring cultural identity weakened by colonialism and post-colonial influences. The findings also support Echeruo (1977), who emphasizes that knowledge of indigenous history promotes self-esteem and national consciousness.

Furthermore, the results corroborate Jan Assmann's theory of cultural memory, which holds that historical narratives and collective memory serve as the foundation for preserving and reconstructing cultural identity. By exposing students to indigenous historical experiences, History Education contributes to the transmission of cultural values from one generation to another and encourages the preservation of Nigeria's rich cultural heritage.

Overall, the evidence suggests that History Education remains a valuable tool for promoting cultural revivalism among student-teachers. However, maximizing this potential requires greater emphasis on experiential learning, local history, and indigenous knowledge within the History curriculum.

Research Question Three: What are the challenges associated with the use of History Education in promoting environmental awareness and cultural revivalism among students of FCT College of Education, Zuba?

This research question was addressed using the open-ended responses from the student questionnaire and the semi-structured interviews conducted with lecturers. The responses were analysed thematically to identify recurring issues affecting the effective use of History Education in promoting environmental awareness and cultural *revivalism*.

Table 4.4: Major Challenges Identified by Students and Lecturers

Theme	Students' Responses	Lecturers' Responses	Interpretation
Curriculum limitations	Students indicated that environmental history and indigenous knowledge receive limited attention in classroom instruction.	Lecturers observed that the curriculum places greater emphasis on political and socio-economic history than environmental and cultural themes.	Curriculum enrichment is necessary to strengthen the environmental and cultural dimensions of History Education.
Inadequate instructional materials	Respondents requested more history books, maps, photographs, documentaries and teaching aids.	Lecturers emphasized the shortage of instructional materials and locally relevant historical resources.	Limited teaching resources reduce the effectiveness of History instruction.
Limited field-based learning	Students recommended excursions to museums, historical monuments and heritage sites.	Lecturers supported regular field trips as a means of connecting classroom learning with historical realities.	Experiential learning would enhance students' understanding and appreciation of history.

Declining interest in indigenous culture	Some students acknowledged that many young people pay little attention to traditional cultural practices.	Lecturers attributed this trend to globalization, urbanization and excessive dependence on foreign cultural influences.	History Education should deliberately promote indigenous cultural values among young people.
Institutional support	Students suggested greater institutional encouragement for History-related activities.	Lecturers recommended increased funding, curriculum review and policy support for History Education.	Institutional commitment is essential for improving History teaching and learning.

Source: Field Survey, 2026.

Thematic analysis of the students' open-ended responses, as can be deduced from table 4.4 above, revealed a number of recurring themes:

Curriculum Improvement: Many respondents recommended that the History curriculum should contain more content on environmental conservation, indigenous ecological knowledge and local cultural heritage. Students believed that learning about historical environmental practices would help them better understand present-day environmental challenges.

Experiential Learning: A substantial number of students suggested that History teaching should extend beyond classroom lectures. They recommended regular educational visits to museums, historical monuments, cultural festivals and heritage sites as practical means of strengthening historical understanding and appreciation of indigenous culture.

Community-Based Learning: Several respondents proposed that students should participate in community environmental sanitation, tree-planting campaigns and cultural activities as part of History Education. According to them, such practical experiences would reinforce classroom learning while promoting civic responsibility. On the other hand, the interviews with lecturers produced five dominant themes.

Curriculum Review: Most lecturers observed that the existing curriculum pays insufficient attention to environmental history and indigenous ecological knowledge. They recommended that these themes should receive greater emphasis within History Education programmes.

Indigenous Knowledge Systems: Participants emphasized the importance of documenting and teaching indigenous conservation practices, traditional farming methods, sacred groves, communal land management systems and local conflict resolution mechanisms.

Field-Based Instruction: Nearly all the lecturers advocated regular field trips to museums, archaeological sites, historical monuments and cultural festivals. They argued that direct exposure to

historical sites significantly improves students' understanding and appreciation of historical realities.

Capacity Building: Several participants recommended periodic workshops and professional development programmes for History lecturers to enable them incorporate environmental and cultural themes more effectively into classroom instruction.

Institutional Commitment: The lecturers unanimously stressed that curriculum reform alone would not be sufficient without institutional support. They advocated improved funding, adequate instructional materials, stronger government commitment and partnerships with museums, archives and cultural institutions.

The findings from both the student questionnaire and lecturer interviews demonstrate that the effectiveness of History Education in promoting environmental awareness and cultural revivalism is constrained by several interrelated factors. Although students generally recognized the importance of History Education, they identified practical challenges such as inadequate instructional resources, limited field-based learning opportunities and insufficient emphasis on environmental history. These concerns were reinforced by the lecturers, who additionally highlighted curriculum limitations and inadequate institutional support.

The convergence of these findings suggests that improving the role of History Education requires a comprehensive approach involving curriculum reform, increased investment in teaching resources, expanded experiential learning opportunities and stronger institutional commitment. Addressing these challenges would enhance the capacity of History Education to contribute more effectively to environmental sustainability and cultural preservation.

5. Discussion of Findings

The study set out to examine the role of History Education in shaping environmental awareness and promoting cultural *revivalism* among student-teachers at the FCT College of Education, Zuba. Evidence obtained from both the questionnaire and the

interviews indicates that History Education makes a meaningful contribution to achieving these objectives.

First, the quantitative findings revealed that students generally agreed that History Education has enhanced their environmental awareness. This was further supported by the lecturers' views that historical knowledge exposes learners to indigenous conservation practices and encourages responsible attitudes towards environmental stewardship. These findings are consistent with UNESCO's advocacy for integrating indigenous knowledge into Education for Sustainable Development and with Falola's argument that pre-colonial African societies developed sustainable environmental management practices through cultural institutions.

Second, the findings demonstrated that History Education plays an important role in promoting cultural *revivalism*. Students acknowledged that History lessons strengthened their appreciation of Nigerian cultural heritage, while lecturers emphasized that the study of local history, traditional institutions and indigenous knowledge fosters cultural identity and national consciousness. These findings corroborate the works of Afigbo (2005), Echeruo (1977) and Jan Assmann, who argue that historical knowledge and cultural memory are central to preserving cultural identity across generations.

Finally, the study identified several challenges limiting the effectiveness of History Education, including curriculum limitations, inadequate instructional resources, limited field-based learning opportunities and insufficient institutional support. The consistency of the student and lecturer responses suggests that addressing these challenges would substantially improve the contribution of History Education to environmental sustainability and cultural preservation.

Overall, the integration of quantitative and qualitative evidence demonstrates that History Education remains a strategic instrument for producing environmentally conscious and culturally grounded teachers. However, its full potential can only be realised through sustained curriculum reform, improved teaching resources and stronger institutional support.

6. Conclusion

This study examined the role of History Education in shaping environmental awareness and promoting cultural revitalisation among student-teachers at the FCT College of Education, Zuba, Abuja. The study was motivated by growing concerns over

environmental degradation and the gradual erosion of indigenous cultural values in Nigeria, and the need to explore how History Education can contribute to addressing these challenges.

Using a mixed-methods case study approach, data were collected from fifty (50) History students through questionnaires and from ten (10) lecturers through semi-structured interviews. The combination of quantitative and qualitative data provided a comprehensive understanding of the subject under investigation.

The findings revealed that History Education can play significant role in promoting environmental awareness among student-teachers. Through the study of historical experiences, indigenous conservation practices, traditional ecological knowledge and human-environment interactions, students develop a greater appreciation of environmental sustainability and the need for responsible environmental behaviour. The findings further indicate that History Education can contribute to cultural revitalisation by strengthening students' knowledge of indigenous traditions, cultural heritage, historical achievements and societal values. In this regard, history serves not only as a record of past events but also as a mechanism for preserving collective memory, transmitting cultural values and fostering national identity.

The study also established that despite its positive contributions, the effectiveness of History Education is constrained by several challenges. These include inadequate emphasis on environmental history and indigenous knowledge within the curriculum, limited instructional materials, insufficient field-based learning opportunities, declining interest in indigenous cultural practices among young people, and inadequate institutional support for History-related activities.

Overall, the study concludes that History Education remains a vital instrument for promoting environmental consciousness, cultural preservation and responsible citizenship among student-teachers. By exposing learners to the environmental and cultural experiences of earlier generations, History Education equips future teachers with knowledge and values that can contribute to sustainable development and nation-building.

7. Recommendations

Based on the findings of the study, the following recommendations are made:

Curriculum Enrichment: Curriculum developers and educational authorities should review the History curriculum to incorporate more content on environmental history, indigenous ecological knowledge, climate-related historical experiences and traditional conservation practices. Such enrichment will strengthen the capacity of History Education to address contemporary environmental challenges.

Promotion of Local History: Greater emphasis should be placed on local history, oral traditions and indigenous knowledge systems within History Education programmes. This will enhance students' appreciation of their cultural heritage and strengthen efforts aimed at cultural revivalism.

Increased Field-Based Learning: Educational institutions should organize regular field trips to museums, archives, historical monuments, archaeoecological sites and cultural festivals. Such experiential learning opportunities will help students connect classroom knowledge with historical realities and cultural experiences.

Provision of Instructional Resources: Government agencies, educational institutions and relevant stakeholders should provide adequate instructional materials, including textbooks, documentaries, maps, archival materials and digital resources, to support effective teaching and learning of History.

Capacity Building for Lecturers: Regular workshops, seminars and professional development programmes should be organized for History lecturers to improve their knowledge of environmental history, indigenous knowledge systems and innovative teaching strategies.

Strengthening Institutional Support: Colleges of Education and other teacher-training institutions should provide greater institutional support for History-related activities, including cultural exhibitions, historical clubs, environmental awareness programmes and community engagement initiatives.

Collaboration with Cultural and Environmental Institutions: History departments should establish partnerships with museums, archives, environmental agencies and cultural organizations to facilitate research, educational visits and practical learning experiences for students.

Encouragement of Community Participation: Students should be encouraged to participate actively in community-based environmental conservation projects, cultural festivals and heritage preservation programmes. Such participation will reinforce historical knowledge while promoting civic responsibility and social engagement.

8. Contribution to Knowledge

This study contributes to the growing body of scholarship on History Education by demonstrating that the discipline extends beyond the study of political events and historical facts. The findings show that History Education can serve as a valuable tool for promoting environmental awareness, preserving indigenous knowledge and revivalism cultural values among student-teachers.

The study also provides empirical evidence from a College of Education setting, an area that has received comparatively limited attention in existing literature. By integrating environmental sustainability and cultural revivalism within the framework of History Education, the study broadens contemporary understanding of the relevance of History in addressing present-day societal challenges.

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