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DEPARTMENT OF APPLIED EDUCATION

TEACHING HISTORY OUT OF THE BOX: EXPLORING INTO EFFECTIVE
TEACHING AND LEARNING OF HISTORY. A CASE OF ZHOMBE EAST
CLUSTER OF SECONDARY SCHOOLS.

SUBMITTED BY

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DECLARATION

I, the undersigned do hereby declare that this dissertation is a product of my sole effort and the research study and findings have not been submitted anywhere else for the purposes of acquiring a degree. Other sources of information that the study has used have been duly acknowledged and a reference page generated to that effect.

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Fofu Memory

DEDICATION

This study is dedicated to God Almighty

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ABSTRACT

History is a core subjects studied in Zimbabwean secondary schools from form one to form four. History is also studied at Advanced level as an Art subject. Students who proceed to tertiary education especially technical and teachers colleges are obliged to study National Strategies Studies which takes its components from the History subject. Hence the study of History at secondary level provides a concrete foundation for these students. Thus the subject need to be taught and learnt effectively since its impact is far and abroad for all people have history and need a historical background in one way or the other. The subject is of paramount importance since it fosters the sense of identity and augers their critical and analytical skills. In addition, the subject clearly shows the learners where they are coming from, where they are, where they would be going economically, socially and politically as a people. In this light the researcher was motivated to make a critical conceptualization of the current History teaching and learning methodologies so as to make sure that this noble subject is taught effectively in secondary schools. The study employed the descriptive survey research design. The target population would be 730 respondents consisting of 10 schools and heads, 20 history teachers at O level and 700 form 4 pupils in 2015 enrolment in Zhombe East Cluster of secondary schools in Kwekwe District, Midlands Province. Random Sampling was used to select school heads and pupils. Purposive Sampling was also used to select History teachers. Instruments for collecting data from teachers and pupils included questionnaires, interviews schedules administered to school heads and also observation of lessons by the researcher .Document analysis guides was also used to check on records done and kept by history teachers. Data collected was then presented, interpreted and analysed .This was done using descriptive statistics after data cleaning and coding. Quantitative data was analyzed using the frequency counts, means and percentages while qualitative data was presented by tallying the numbers of similar responses. Results of all data analysis were presented using frequency distribution tables, bar graphs and pie charts. Major recommendations were the need to depoliticize History, using learner centred pedagogies, aids from NGOs, old students association and the government to cheap in funding teaching and learning of History and the ongoing professional development for History teachers so as to cover the gaps towards an improved approach.

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CHAPTER 1

THE PROBLEM AND ITS CONTEXT

1.0 INTRODUCTION

This chapter aims at discussing the aims of the study on improving the teaching and learning of O Level History in Secondary Schools. Thus the chapter will look into the background of the study, statement of the problem, research objectives, research questions, significance of the study, delimitations, limitations and assumptions of the study and definition of terms that are used in this research.

1.1 BACKGROUND OF THE STUDY

History has been widely taught as a less important or supplementary subject until recently. There can be little or no doubt that the past society perceived History as a subject that is less equal to other subjects like Mathematics, English and Science. Although the subject appears on the school timetable every term, well schemed and well planned, one should note that it is treated unjustly. These errors can be traced prior to the colonial era where liberal subjects like history were forbidden. However, after independence a little has been done to cover the gaps. Lee (1991) is of the view that History is a difficult subject and is not popular amongst learners in secondary schools worldwide. This is undoubtedly a hindrance in persecuting effectiveness on teaching and learning of History and has resulted in pupils dropping the subject prior to examinations. Chitape (2005) is of the view that in Zimbabwe, consequently a lot of students were in the past dropping history towards registering for public examinations. Sir Alexander Pope quoted in Steven (2011) propounds that History is eternally and perpetually dull. The majority subscribe to that view. Steven (2011) further affirms that History is one of those subjects that have consistently suffered from negative perceptions.

Although the subject is indispensable and immensely important it is treated unjustly. The Zimbabwe Presidential Report (1999) noted that "...one subject in which citizenship are covered at secondary school level is not compulsory..." So to resuscitate the problem the government of Zimbabwe from 2003 till present History was made compulsory. As such, History is now regarded as a core subject although its value is far little than that of subjects like Science, English and Mathematics. Magudu (2012) observed that the context in which the subject was made

compulsory and the rationale for the content of History syllabus made the subject to be viewed with suspicion and was seen as a bid to indoctrinate the youths. Magudu (2012) further explains that this had the effect of making students' participation rigid or a mere formality. Ncube (2010) concluded that given the paucity of research on pupils in rural secondary schools and the reality that they encounter many barriers to academic performance, there is a pressing need to examine the factors that contribute to low academic performance. Even though the subject is now compulsory the students' participation is not guaranteed as not all O' Level students attend History classes. This is undoubtedly a recipe for low pass rate and disruption of effective teaching and learning of O' Level history.

Given this scenario the researcher aims to remove the blinkers on how History is perceived, learnt and taught hence she was motivated to research on the teaching and learning strategies in History as a result of a variety of reasons. According to Steeves (2009) there is a need to revisit or make an inquiry into the effectiveness of the current History teaching and learning methodologies and also provision of effective methods so as to improve the old methodologies. Through experience as a temporary teacher and later as a student teacher, the researcher realized that the teaching and learning of history was mainly confined to the classroom and lecture method being the main tool in attacking History. Kochnar (1985) asserts that teaching is more than standing before a class and applying a few specific techniques. It is not merely presenting textbooks information and then testing the students' ability to repeat it. Gibbs (1981) supports this by saying there is no magic formula for transforming knowledge from the teacher's mind to align the pupils. This therefore implies that teaching is a reciprocal process and is far from mechanical process or a monologue but a dialogue between the teacher and the students. As such, the subject has been black-painted as constituted of stories of the past only such that narrating them became every History teacher's normality, thus instilling a negative attitude to those who will be receiving the myths and stories, thereby creating a jug and a mug dichotomy which is a perfect recipe in contributing to low pass rate in History subject. Such an image hilted the society and nation at large, thereby sending a bad signal to the parents and guardians and at times forcing them to de-register their children from writing the subject. So through analysis of such poor strategies the researcher was motivated to make a critical conceptualization of the current methodologies so as to make sure that this noble subject is taught effectively in secondary schools.

1.2 STATEMENT OF THE PROBLEM

History lays a foundation of a nationalistic and patriotic citizen who is ready to analyse, correct and develop his or her nation. However, strategies being employed in the teaching and learning of History in secondary schools are not doing justice to the effective teaching and learning of the subject at O level ZIMSEC. It is in this regard that there is need for all the subjects to be treated equally and given their due importance. Therefore, this research will revisit the methodologies and strategies so as to unveil loopholes thereby coming out with ways of improving the teaching and learning of the subject so that learners especially are motivated and reinforced to study and understand History. That is a plus on the pass-rate statistics of the subject in question. Moreover, History teachers will be equipped with a variety of teaching and learning methodologies.

1.3 RESEARCH QUESTION

How can the teaching and learning of History be improved?

1.3.1 SUB-RESEARCH QUESTIONS

- What is the significance of History to learners and the nation at large?
- To what extent has the teaching of History as a core subject been implemented in Kwekwe District?
- What methodologies can be employed to ensure effective teaching and learning of History?
- What should be done to motivate teachers and pupils in considering history subject as important as other subjects such as Mathematics, English and Science?

1.4 SIGNIFICANCE OF THE STUDY

The research on methodologies in the teaching and learning of History is of paramount importance as it will help in motivating the pupils, parents, teachers, History heads of departments, heads of schools, curricularists and the teaching fraternity at large towards a positive attitude on the subject. The research will also help to make pupils effectively learners. History and equip teachers with effective teaching and learning pedagogies. As such, results obtained by the research will help Curriculum developers to consider History in their developments.

The study will also help teachers to receive adequate training and refresher courses on history teaching thus they will strive to provide quality education to their History students thereby heightening history passrate in secondary schools. Again, it will help the teachers to improve their knowledge, motivation, attitudes and skills to upgrade competence and confidence on History teaching.

In addition, the study will assist to create a positive perception towards History learners. In this light the study will act as a career guiding tool to history learners as they will be able to see career opportunities after the study of History.

1.5 DELIMITATIONS

This research shall be confined to the following;

- Zhombe East Cluster of Secondary schools in Kwekwe District only in Zimbabwe.
- Level History student, teachers, heads of departments and school heads.
- Time allocated and methods used in the teaching and learning of O level History.

The research was carried out from April to November 2015. The research was valid in the sense that it unveiled the attitudes of heads of schools, teachers and learners on the methodologies of teaching and learning History. By so doing the study will be able to come up with strategies to mitigate the gaps in the methodologies employed in the teaching and learning of History.

1.6 LIMITATIONS

The researcher predicts that the study may suffer from the following factors which may affect its accuracy;

- There is time constraints since a lot of travelling will be required during the data collection stage whilst the researcher had to attend lectures at the very same time. Questionnaires shall be used in trying to rectify the problem.
- Financial problems may also be encountered since the researcher is a student and lacks the reliable source of income to finance the travelling and the processing of data.
- The collection of the data shall be difficult since the administration and the teachers might withhold information for their protection. However, the explanations that the information is for academic process shall be used to rectify the problem.

- Time and resource constraints since the researcher might have assignments during her time of study and this is likely to reduce her progress.

1.7 ASSUMPTION OF THE STUDY

This research will be under the following assumptions;

- Respondents to this research will give correct information.
- Respondents understand the topic under study.
- There will be no bias from the respondent's side in the collection of data.
- Have access to potential respondents through their phone numbers.
- Samples to be used are assumed to be a true representative of the general population.

1.8 DEFINITION OF TERMS

1.8.1 HISTORY

According to Beach history is the study of past events in order to understand the present and predict the future. Generally history is often perceived as the story of who we are as a people.

1.8.2 EXPLORATION

Implies to the investigation on strategies employed out of observation, experience and empirical data towards an improved teaching and learning of History. For the sake of this study exploration of teaching strategies in History is making an inquiry into the effectiveness of the current History teaching and learning methodologies and provision of effective methods as well as ways of improving on the old methodologies.

1.8.3 TEACHING

Assisting, coordinating, facilitating and monitoring someone to learn. Generally teaching has been considered as imparting knowledge to pupils since teachers have been recognized as the knowledgeable other. However, this definition probes for debate. Kochnar (1985) defines teaching as a reciprocal process which is concerned with the development of the child intellectually, emotionally, socially, academically, spiritually and in some degree physically. The modern teaching stresses:

- a) Emphasizing the learner

b) Guiding the learner

c) Promoting the learner

1.8.4 LEARNING

Acquiring knowledge through various teaching and learning methodologies.

1.8.5 TEACHING METHODOLOGIES

It involves provision of knowledge by the facilitator through various ways. According to Lee cited in Kochnar (1985) these are methods or strategies often resorted by the teacher for supplying the students with knowledge.

1.8.6 SCHOOL CURRICULUM

According to Kelly (1999) a curriculum is a plan or program of all experiences which the learner encounters under the direction of a school.

1.8.7 EFFECTIVE TEACHING

Approaches that leads to high achievements and valued outcomes

CHAPTER 2

REVIEW OF RELATED LITERATURE

2.0 INTRODUCTION

Through a careful study, an in-depth and logical review of literature related to the study from sources that include journals, books, newspapers and the internet was dealt with in this research. This chapter buttresses the researcher's view with prior works on the subject matter in question. This review is critical as it may help uncover gaps in History teaching and learning that may form the basis improvements and future studies. This review will help to put the study into its correct perspective as well as to answer the research questions stated in the previous chapter. In this section the researcher will consult related literature on pupils and teachers' behavior, approaches, methodologies, classroom practices and skills that qualify to be labeled as implementable for effective teaching and learning both locally and abroad towards an improved approach. The researcher also traced the history of the subject and uproots the stigma which militates against teaching and learning of History.

2:1 THEORETICAL FRAMEWORK.

In this study the researcher used many theories towards effective learning. However, the constructivist theory proved to be the base of the study. In as far as the teaching and learning is concerned, there are basically three dominant theories which complement each other for effective teaching and learning. These are constructivists, behaviorists and cognitivists' theory. Chitate (2010) maintains that these learning theories can be viewed as a set of glasses that give us lenses to focus the educational experience. He further explains that one prescription may not be enough, depending on the learners and situation one theory may not do justice but different theories complimenting each other will bring a solution towards effective teaching and learning of O level history. To complement the research the constructivists' views give solutions as they focus on the involvement of pupils in the teaching and learning process

There are other factors which encourage the involvement of pupils in teaching and learning. These factors calls for Pragmatist Philosophy. Pragmatism derives from the effort of Mead, James, Pierce and Dewey. Cherryholmes (1992) cited in Creswell, (2014) maintains that learning should be directly relevant to the active interests and concerns that learners have. This clearly

shows that there is an apprehension with application-what works- and solutions to problems (Patton, 1990). Prominence is placed on broad human development including psychomotor and aesthetic activities so as to inculcate skills and attitudes needed to make the individual a functional member within the classroom and outside the classroom. As such the pupils participation and involvement in teaching and learning of history is also in sync with the Chinese proverb which says; I hear I forget, I see I remember, I do I understand. (www.chinesetolearn.com). Thus proving the fact that for effective learning to occur pupils should be highly involved.

Constructivist theory according to Chitrate (2010) is defined as a theory of learning founded on the premise that we all construct our own perspective of the world, based on individual experiences and internal knowledge structure. Constructivists therefore maintains that knowledge and truth are constructed by people and do not exist outside the human mind and learners are not passive recipients of transmitted knowledge (Ellis, 2009). This implies that knowledge is constructed by pupils as they cognitively construct meaning of their own environment. This is supported by Marlowe and Page (1998) who agree that a student learns when he discovers his own answers solutions and his interpretation. So it is visible that constructivists place the learner at the centre of learning thereby producing an effective history student who is far from passiveness and some instructional approaches turns pupils into passive observers who can not critical analyse and challenge arguments academically. Glaserfeld (1995) is of the opinion that teachers must play the role of midwives in the birth of understanding as opposed to being mechanics of knowledge transfer. Thus one can agree that for effective teaching and learning to take place there should be an interaction between the learner and the teacher. This is emphasized by Santrock (2004) who says the teacher should provide support for students to explore their world and develop understanding. Teachers again should adopt the role of a facilitator with the critical goal being to support learners in becoming effective thinkers (Leach and Moon,2008).The constructivists' paradigm therefore advocates for an active teaching approach that gives learners the chance to directly interact with the truth so as to enhance effective teaching and learning of history. The theory thus believes that the only way history can be taught out of the box and effectively is through shunning traditional ways and involve pupils much in the education process.

2:2 THE ABSTRACT NATURE OF HISTORY AND ITS DYNAMICS

2:2:1 COLONIAL HISTORY 1890S-1980

Despite its importance history subject has been dynamic throughout its course. This is witnessed by various changes in its curriculum. It is noted that scholars of previous era were Eurocentric and biased since they wrote to justify colonialism. Rusare (2014) echoes that during colonial era the History syllabus was mostly about the whites and very little about the blacks. History was written to exalt Western culture and to mentally colonise Africans and to alienate them from their culture and religion since it was regarded as devilish and diabolic. Rusare further suggests that History content should account for 75% Zimbabwean History and 25% European History visavis the previous situation when European History accounted for 54% of the whole History content. The situation continued when European domination prevailed such that whites were regarded as supernatural race whilst blacks we regarded as barbarians. European heroes were praised and worshipped whilst African heroes like Tshaka were black painted. The situation only changed after independence and there was a lot to be done on the nature of the subject thereby affecting the teaching field vibrantly. Barnes quoted in Tendi (2009) concluded that there have been three divergent periods in the development of secondary school History syllabi.

2:2:2RHODESIAN HISTORY SYLABUS (1980-1990)

This period saw the retention of pre-1980 History. Resistance and shortage of resources in the new History curriculum delayed the process. It should be underlined that the syllabus concentrated on European and Central African History. However, Central African History was presented as the history of white settlers in the region, thus fulfilling the belief that Africans had no History. Like before, Western politics and culture were exalted whilst African's was forbidden. Again, this resulted in resentment towards the study of history. Although efforts were done, for example, in 1982 when African Heritage books were released in the study of History at secondary level, it still did not fill the puzzle game of History subject.

Barnes cited in Tendi(2009)maintains that it took some political economy approach to History that largely ignored social questions of ethnicity, race and nation building bringing together different tribes. This was also supported by Mapetere (2012) who confirms that in 1987 there was the introduction of Political Economy aimed at promoting Scientific Socialism. These

dynamics of versions pose doubt to which really to teach on both teacher training centres and teachers in schools. Thus teaching such a subject becomes problematic.

Through these shortcomings more alteration were needed to perfectly produce a viable syllabi. Chivore (1992) cited in Mapetere (2012) Political Economy History was stopped due to pressure group opposition and lack of political support. The pressure was believed to have been started by the Catholics who felt rejected and saw the syllabus as a tool to indoctrinate students with anti-religious propaganda under the guise of Scientific Socialism. The syllabus was finally withdrawn again in 1989. Thus the withdrawal and re-introduction of the new syllabus grossly affected the teaching and learning of the subject. By and large both teachers and learners were affected by these hic-ups in the subject played a pivotal role in creating a negative attitude towards the teaching and learning of the subject.

2:2:3 THE NATIONALIST SYLLABUS 1990-2002

This was also known as the syllabus 2166 which was formulated against the background of Zimbabwe's transition from capitalism to socialism and it was a socialist ideological framework (Chitate, 2005). It is noted that this syllabus challenged many teachers and required efficient and effective teaching pedagogies to execute it effectively. The new history syllabus 2166 was an extension of the Zimbabwe African National Union (ZANU)'s Education Programme aimed at capturing the soul, consciousness and minds of the youths towards a patriotic citizen (Chitate, 2005). The syllabus was biased and propagandist. In response, Vengesai (1992) suggests that choice of concept included in the syllabus should be convincing, balanced and realistic not being emotive, propagandist and biased. However the Nationalist syllabus was designed with the materialist methodology and interpretation of history and a skills approach in assessment (Mapetere, 2012). Structurally, the syllabus was too long to be covered within a period of two years. Thus the syllabus forced the teachers to adhere to the lecture method in trying to cover it all within the stipulated time. Chitate (2005) observed that this caused the development of apathy among the teachers who had to implement it. The syllabus faced negative attitude from the teachers, pupils, churches, private schools and other important stakeholders. Given this scenario, one can conclude that due to its complexity and dynamics, the nationalist syllabus did not last long since it had loopholes in implementing effective teaching and learning of History. Again, its

propagandist ideology confined the education process in a box or blinkers thereby making the subject complex and problematic.

2:2:4 THE PATRIOTIC SYLLABUS 2167

It was coined in 2003 and had marked the third phase of the history curriculum. Barnes (2009) argues that it was the Nationalist syllabus modified by the Ministry of Education Sports and Culture headed by Aenius Chigwedere. Like before the syllabus exalted ZANU PF and requires pupils and students to adhere to it. It aimed at recognizing the role of the liberation struggle in people's lives thereby creating a manner of hero worshipping. Barnes further explains that this syllabus did not prioritise the testing of students' ability to interpret and critically evaluate History but sought to engender learning by rote. Mapetere et al (2012) concluded that this was a step back to the old traditional teaching methods of the Rhodesian syllabus. The assessment in the form of structured essays seems to be easy and provide opportunity for pupils to score higher than before. It should be noted that the introduction of syllabus 2167 saw the subject being made compulsory at secondary level. This could be a response to the recorded low passrate, low candidature for History and students dropping History opting for other subjects like Geography (Chitate, 2005).

2:3 IMPROVING TEACHING PEDAGOGIES AND LEARNING ACTIVITIES

It has been generally acknowledged that the lecture method is a vivid method in teaching History. Okai (2011) rejects the idea as he argues that as there are many teachers so there are methods and strategies of teaching and learning History. Page and Thomas (1977) defines an approach as a standard procedure in the presentation of instructional material and content activities. According to Husbands and Pearce (2012) improved outcomes are associated with a variety of teaching and learning pedagogies. He goes on to say "Effective pedagogies give serious consideration to pupil voice. This is supported by Strong et al (2011) purports that effective pedagogies have learners at heart rather than teachers. Chambers et al (2003) concur that class discussion, classrooms with hands-on activities and integration of technology such as computers, when teaching History are teaching approaches that can be used to stimulate intrinsic motivation. Thus the researcher condemns the previous teaching approaches since they brought injustice in teaching and learning of history especially in the area under study. It needs to be

highlighted that the traditional approach to schooling has considered individual classroom teacher the primary agent for ensuring student learning.

2:4 TEACHING OUT OF THE BOX:LECTURE METHOD AS A TEACHER CENTERED PEDAGOGY

Lord (1999) condemns the teaching methods such as lecturing methods. He argues that lecture method are teacher centered and do not provide multiple learning styles to pupils and hence they deny students the opportunity to directly interact with facts on their own. The approach is blamed for pouring information from the teacher without engaging pupils much in the education process, thus creating a jug and a mug scenario which brews an interdependence student who can not learn on his/her own.

Curzon (1990) assert that lecture method is a teaching period occupied wholly or mainly with cautious exposition by a teacher. Mbambaetal (2009) define a lecture method as an organized method of presenting information and imparting knowledge from one person to a group of people. Although the method has suffered from critics from a variety of educational scholars as a one way communicé and a telling method it is still persisting as a common mode of instruction in all educational institutions. This is witnessed by Carpenter (2006) in his argument that the lecture method is a one way traffic in which the teacher does all the bulk of talking. Teo and Wong (2000) agree that this method of teaching is more theoretical, least practical and full of facts memorized. Gibbs (1981) postulated that most teachers prefer lecture method because to them it is the best way to make sure that the syllabus is covered and also to make sure that the students receive a proper set of notes. Through this method pupils are viewed as tabula rasa or empty vessels whose role is to listen and receive information via lectures and direct instruction with the end goal of testing and assessment (Maloy and LaRoche 2010). Taruvinga (2009) says that the lecture method is the oldest method mostly used in schools such as colleges, universities and goes back to the times of the oldest scholars such as Aristotle and Socrates, who used the approach to teach more pupils, deliver key ideas and information and stimulate interest in a subject. He goes on to say teachers feel that if they do not lecture they are not teaching at all.

But however it needs to be noted that lecture method commonly used to teach and learn history tend to be associated with decrements in attention and information assimilation among pupils such that whatever it is that the teacher is “covering”, the students are certainly not also

covering. Thus a lecture method is argued to be ineffective, inefficient, promotes passiveness and does not guarantee understanding on the part of the pupils. Worse still most teachers are not good in lecturing. Despite its credits on large class size, timesaving, economical in saving it should be noted that the lecture is a teacher centred which does not allow for differences in student learning styles or rates. Kelly (1999) emphasised that the instructor has total control over what occurs in class. However a well-presented lecture can be motivating to the students and inspire them to pursue a topic on their own (Geoff, 2004). Other scholars argue that learning from lectures depends on the pupils abilities and intelligence.

The Ministry of Education (2004) in Ontario noted that teaching methods and learning activities that encouraged students to recognise the value and relevance of what they are learning will go a long way toward motivating students to work and learn effectively. This clearly shows that more has to be done in teaching and learning of history such as inviting role models as speakers, visiting archives and museums and other interesting activities such as dramas for example pupils dramatizing how King Lobengula was tricked into signing the Rudd Concession. Candieas and Robello (2010) assert that this influences how pupils may feel and arouse positive attitudes. Thus pupils enjoy learning when they feel they are part of the class (Maslow's hierarchy of needs-sense of belonging to a group of people). Scholars argue that it is in the 21st century when other methods are punched in the teaching and learning of history. Even in developed and modernized countries like America it is noted that about 83% of teachers there use lecture method on their daily lesson delivery.

2:5 LEARNER CENTERED APROACHED TO BE USED TOWARDS EFFECTIVE EDUCATION PROCESS

2:5:1GROUPWORK

According to Van Der Robinton (1999) Group work and discussions fosters higher level of participation, performance and passing. Usual pupil centered teaching methodologies guarantee understanding of the taught concept. Again interest in a subject increases. Bligh (1972). Keller (1983) subscribe to Maslow's hierarchy of needs by propounding that pupil centred methodologies creates a positive cycle of performance building higher self-esteem which in turn leads to more interest in the subject matter and better performances.

As such Hattie (2009) concluded the best way to improve teaching and learning was to organize teachers into collaborative teams that clarify what each student must learn and the indicators of learning on an ongoing basis, and to analyze the results together so that they could learn which instructional strategies were effective and which were not. Thus the researcher also in her study talks about team teaching. Marzano (2003) also came to a similar conclusion that by describing the PLC concept as “one of the most powerful initiatives for teaching and learning improvement I have seen in the last decade” although teacher quality issue is of paramount importance to consider also. Thus it is beyond any reasonable doubt that through teamwork probably of the history department at schools higher yields can be observed academically

2:5:2 FIELDTRIPS

It also needs to be highlighted that there is more in teaching and learning of history. The inclusion of fieldtrips in the teaching and learning can bring edutainment that guarantees pupils involvement in learning other than lecturing. McKenzie et al (1981) argues that teaching and learning can be more inherently spontaneous and student centred when moved from confines of the classroom into the world at large. Thus teaching and learning out of the box. From the collaborative learning atmosphere that results from the unique relationships developed outside the classroom , to the deep learning that occurs when students must put into practice ‘ in the real world ’ what they have theorized about from behind the desk , field trips experiences are unmatched in their learning potential . Field experiences early in a student’s career can be formative and can inspire students to continue in a field. The phrase” field trips “may bring to mind long bus rides, sack and lunches and museum tours but field trips can take a variety of forms that meet a variety of needs and can enhance, deep activelearning Anderson et al (2006). Educational tours like Great Zimbabwe in Masvingo for instance can bring a clear picture which is hard to forget when tackling questions in O level history paper 1. The student bond that occurs on the field trips enhances the learning experience and creates a learning community as students continue onward in a discipline . Teaching in the field also give instructors the opportunity to get to know their students in a greater depth in terms of how the students see the world differently. This insight into student world views can help the instructor to better communicate the concepts of the course. This shows that the Students understand more outside the classroom when they are exposed to the real world than inside the classroom. Field trips

improve active engagement as well as reinforcing inter disciplinary relationships and support of social learning process thereby contributing to effective teaching and learning of history.

2:5:3TEACHER DISPOSITION AS AN EMPHASISING APROACH

Although the teacher is the knowledgeable other his/her enthusiasm plays a fundamental role towards an improved approach. After a study among the Jordanian pupils Khaled (2013) observed that pupils put a high value on teacher enthusiasm and encouragement. This view is cemented by a study by Chiodo and Byford (2004) in United States. The study revealed attitudes that the majority of pupils in grade 8th and 11th grade have towards social studies. The study showed that a teacher's involvement and enthusiasm led to a positive image of the subject by the middle and high school students. This was greatly supported by Allazi and Chiodo (2004) whose findings were consistent with Chiodo and Byford (2004)'s findings as they unveil that teachers who were willing to assist students in learning shared enthusiasm, paid close attention to students needs and had strong effect on how students felt about the subject.Hence an effective teacher should create a positive learning climate. Kries (2012) is of the view that a poor instructor can make History to be disliked. Sunkara (2012) therefore suggests that the best way to teach is to do it in a modern and interactive way. Thus getting rid of old traditional ways of teaching which involves story-telling and lecturing. Such teaching pedagogies conform to Alexander Pope's view that history is a" dull and boring" subject. A study carried out at the Georgia Institute of Technology in Washington showed that students' attitude and how they perceive history changed after using the Palaven Tree Online (PTO) to study oral history. This also suggests the use of computers towards effective teaching and learning of O Level History.

2:6 INTERGRATING ICT IN TEACHING AND LEARNING OF O LEVEL HISTORY TODAY

An important aspect of schooling involves students entering the new worlds such as the world of history using computers. According to Surthertonetal (2007) ICT is a multipurpose digital tool that can be used in the classroom to transform learning through various means. These include the development of radically new knowledge domains which include multimedia literacies and web based information systems, providing access to knowledge domains that have previously been inaccessible to the majority of students, the provision of digital tools as scaffolds for particular

learning aims and the creation of distributed on line knowledge creation communities Ofsted (2004).

Generally schools have interpreted enthusiasm for ICT in education as being about equipment acquisition yet effective teaching and learning with ICT involves building bridges between idiosyncratic and intended learning. It should be emphasised that though ICT may lead to cultural decay there is a two way exchange of knowledge between home and school use of ICT and the teacher remains the key to the successful use of ICT.

However, one should acknowledge that although ICT has begun to have presence in education, its impact has not been as extensive as in other fields, (Collins 2002). It is undeniable that the new information and technologies have grossly led to effective teaching and learning of history considering the fact that it is double edged thus visual and auditory and the majority of pupils are visual audio learners. Wagner (2001) echoes that information communication and technology plays a fundamental role in education towards developing the kind of student and citizen required in an information society thereby improving educational outcomes, quality of teaching and learning and enhancing effective teaching and learning. It is crystal clear that the involvement of ICTs in educational institutions promotes pupils engagement thereby moving away from teacher centered approaches but facilitating the acquisition of various skills, moving away from content centered approaches to competency based curricula. Despite the fact that the majority of rural secondary schools lacks infrastructure and resources it should be pointed out that the new information communication and technology have led to higher passrate and improved approaches as far as education is concerned especially in developed countries but however in developing nations like Zimbabwe ICT is still at its infancy stage but promises to be an enabling tool for effective teaching and learning in the near future.

2:7 FACTORS MILITATING AGAINST IMPROVING TEACHING AND LEARNING OF O LEVEL HISTORY

There are various factors militating against improving teaching and learning of O Level History thereby contributing to poor performance of learners. Vundla (2012) lamented that the major causes of high failure in rural secondary schools include shortage of well trained teachers, inadequate teaching resources, and lack of funds to purchase necessary equipment, poor quality teaching personnel poorly coordinated assessment and supervisory activities, interference of the

school system by politicians, incessant transfers of teachers, negative attitude from parents, instructors and pupils and lack of proper classrooms for pupils to learn in. This is concretised by Mandina (2012) who echoes that from the school head perception, Zimbabwe's rural areas is characterised by various factors that negatively influence the delivery of quality education. Mandina further says that these rural areas are remote and poorly developed consequently many of these rural schools are poor and disadvantaged lacking basic infrastructure for teaching and learning ,roads, other transport, electricity and information communication technologies. All these facts work hand in glove against improvements in teaching and learning of History at Ordinary Level.

2:7:1 THE EXAMINATION NATURE OF HISTORY SUBJECT

This can be attributed to the complexity of the History subject. The subject seems to be difficult to both the teachers and learners. This is probably because of the several changes on the syllabus of History. Gudyanga and Madambi (2014) agree that in Zimbabwe most teachers teach children through memorization or rote to enable them to pass their examinations. This clearly shows that most pupils will prefer rote memorization of concept words than sinking understanding thereof. Gudyanga and Madambi (2014) further stressed that the other reason why most teachers drill students with concepts necessary for them to pass final examination and not necessary for them to master the concepts is that the local governing authorities in the ministry of education use the performance of the students taught by a teacher as a measuring stick for promotion of the teacher. As a result teachers tend to resort to simpler teaching methods such as lecture method so as to cover the large contents of the syllabus. It also need to be highlighted that these simpler teaching promotes generalization and over simplification of concepts just to make their children pass the examinations. Levy, Mamlock-Naaman, Holfstein, and Kronik (2008) cited in Gudyanga and Madambi (2014) students who memorise concepts will in turn fail to use higher cognitive traits thus understanding and reasoning on certain specific concepts will be greatly undermined hence they will end up making false generalisations giving birth to misconceptions. All this contribute to poor performance of pupils which in return the teacher is demotivated from teaching effectively.

2:7:2LACK OF RESOURCES

Zhou (2012) discovered that shortage of resources such as furniture and classrooms in schools is a major contributing factor towards poor performance in History. Generally, a well equipped environment in terms of educational resources motivate pupils and drive them into learning mood but however this is rare in rural setup schools. Sevinc etal (2011) defined motivation as any process that influences any human change of behavior. David etal (2003) argue that learning environments that do not provide intrinsic motivation to students lead to a decrease in factual acquisition and in academic achievements. David etal (2003) in their research “Learning Station” discovered that learning environments that provides hands on activity and cooperative learning to pupils assists them to effectively comprehend concepts as well as providing them with visual aids which can further assist them to clearly understand what they are taught. As such pupils will learn in various ways which include linguistic, logical, musical, kinesthetic, visual, interpersonal and intrapersonal. It should be noted that learning environments that are poorly located and have scarce resources do not incite students’ interest or curiosity for learning rather such environments kills the desire to learn.

The issue of a library is of great significance to mention. A library can be likened to a mine of information from which learners and teachers extract valuable information to promote education. According to Fodale and Baters (2011) the library facilities contribute to learners’ attitude towards learning, reading and development of literacy skills. This therefore implies that the library facilities cultivate the interest and habit to read in learners when such materials as magazines and newspapers are readily available even though textbooks are few. Reading improves tenses grammar and other essay writing techniques needed for History teaching and learning. However most rural schools do not have libraries those book worm type of pupils are demotivated. Even if they want to read there is no favorable environment since there is no library or special rooms for History. This is probably the reason why the majority of rural pupils have poor English which may fail them to express facts as the y intends. Pupils are demotivated to put much effort in History since they are no special rooms for History as compared to other subject like Science, Mathematics and Agriculture. As such pupils may favor Science for example at the expense of History since the former subject had plenty resources.

Of importance to mention is the issue of textbooks as a major force militating against the teaching and learning of O Level History. Textbooks are of significance to note when teaching O Level History in rural secondary schools. Mutasa (2003) observed that teachers who operate on shortage of textbooks are largely handicapped in their effort to deliver lessons. Mutasa further stresses that these teachers face a number of challenges and difficulties. Given this juncture one can acknowledge that indeed lack of resources acts as an obstacle against improving teaching and learning of History especially at Ordinary Level. So an environment rich in resources motivates both the teacher and the learner and the environment with less educational resources the opposite is true. However the government of Zimbabwe in conjunction with UNICEF in 2010 supplied textbooks in secondary schools through the Transitional Education Fund (TEF) to resuscitate is still visible problem. Although an effort was done it is still visible to note that this supply is still not enough to cater for the large rural classes of at least fifty and above students per class. Thus the problem is halfway met. Of significance to mention is the fact that some of the books are not relevant to the syllabus considering the dynamics of the History syllabus since 1980. Chambers et al (2003) concluded that if Learning stations are designed to cater for all students specific learning styles they are bound to motivate pupils to learn and allow them to correct any cognitive disequilibrium.

2:7:3TEACHER QUALITY AND COMPETENCE

Shortage of relevant and qualified teachers can be a stumbling block on the performance of learners thereby prohibiting improvement on teaching and learning of History. Ncube and Tshabalala (2014) in their research maintain that teacher quality and qualification are an important yardstick to measure teacher quality .This observation is supported by Ngada (2007),who notes that the success or failure of any educational programme hinges largely on the adequate qualified of well qualified, competent and dedicated teachers. This is so because as teachers are qualified they instill the rightful packages of skills. Thus anticipated teacher qualities works intertwined with good subject knowledge, teaching skills, classroom management, relationship with learners dedication, accessibility and hard work.(South African Department of Education,2000)

Quality and competent teachers know the nature of content to teach and have a better position to detect learners' areas of need and are ready to assist through provision of a rightful dose for remedy to learners thus contributing to their good performance. It should be emphasised that less qualified teaching personnel do not know how to explain concepts and some of them confuse students rather than teaching them. Dewey and Hammer (2000) agree that rural schools tend to harbor untrained teachers or unqualified teachers and these school inspectors often do not always visit them resulting in teachers being relaxed and always being absent from work. As such teachers are too relaxed and are not committed due to lack of infrastructure and they lack discipline. Dewey and Hammer (2000) further adds that "teachers who are posted in rural areas usually apply for transfers and if denied they simply run away... and even 'at post' they often teach only a portion of their load as they find excuses to leave" It is argued that these teachers give reasons such as going to collect their pay, going to the health centre and attending funerals. Dewey and Hammer (2000) further observed that those who will be present will be more or less equal to those vacated the station since they will be coming to work late, sleeping or sitting in the staffroom gossiping and others would visit beer halls during lessons time. On sports days a week associated with competitions can be counted as sports week and no serious learning is visible. Crawford (1996) concluded that for them going to work is a formality.

These teachers have low morale probably because they view their area of work as extra remote "Mawolokohlo" as they call it. So these remote areas do not attract good teachers. If there is any, his transfer is inevitable, attracted by infrastructure good accommodation, electricity, near water source and other worthy-considering facilities in peri-urban or urban schools. Eppley (2009) concluded rural areas are not attractive for teachers because of limited resources.

Teacher competence cannot be undermined on this study. According to Ncube et al (2014) not all teachers can smoothly teach all topics in their subject areas. Ncube and Tshabalala (2014) on their research on Teachers Perspective on Possible Causes of Poor Performance of Pupils in Zimbabwe indicate that the majority of teachers, about 65% are not confident with presenting all topics in their subject areas. As such it is visible that they are likely to develop a negative attitude towards those particular topics which can affect the manner and depth in which they will teach the topics in the classroom. In the same research Ncube and Tshabalala (2014) discovered that the majority of teachers although a significant number of respondents in their study held

professional qualifications, it was discovered that most of them were deployed to teach subject areas they were not specialised in and in most cases non-teaching qualifications. In analysis the research proved that teacher incompetence is associated with poor teaching strategies, methodologies and poor dissemination of information to the pupils which can impede their effective conceptualisation taught thereby prohibiting effective teaching and learning in schools and improving education itself.

2:7:4 ATTITUDES FROM TEACHERS,LEARNERS AND PARENTS

The issue of negative attitude from teachers, learners and parents is of paramount importance to scrutinise in this study as a factor militating against improving teaching and learning of History. It should be noted that attitudes involves one's beliefs and behavior. Fishbein (1965),Havelka (2003) and Boduretal (2000) agree that beliefs can determine a person's attitude. Cacioppoetal (1996) defines attitudes as the general and enduring evaluative perception of some person, object or issue. On this research attitude refers to feelings, interests, behavior and views of both teaches and learners toward teaching and learning of History. Kalz in his functionalist theory of attitudes propounds that attitudes are determined by the function they serve for us. This theorist further argues that people hold given attitudes because these attitudes help them achieve their basic goals. In context of this study students have changed their attitudes towards History after realizing that in as much as they are in Zimbabwe they need to do History and pass the subject in order to further their studies and get preferences in getting jobs in Zimbabwe. Hence attitudes are a response to something either favorably or unfavorably.

Teacher attitude towards improving teaching and learning of History can be attributed to various factors. Anacha (2002) consider teacher motivation as a strong factor which is an operant stimulus on provoking negative attitudes from them. According to Anacha (2002) teacher motivation is the in guaranteeing quality education in schools. It is argued by many scholars that motivation, job satisfaction and commitment can determine the attitudes of teachers and the success of the organization. Steyn (1996) is of the view that motivated staff member's makes an organization more effective as they are always looking for better ways of doing the job concerned. Positive attitude is associated with more productivity and goal oriented thereby brewing competent staff than demotivated staff. so negative attitude of teacher may result from factors such as poor salaries, lack of teaching resources, caliber of pupils and the work place

environment. According to Ncube (2013) hardworking teachers are let down by lazy students. As such, negative attitudes from teachers due to all these factors are genuine reasons which go against improving teaching and learning of History

Pupils' attitude can be self-poison as far as performance is concerned. Even if the teachers try their level best it will be effort lost if pupils have an attitude towards learning. This negative attitude is attributed to various factors including poor teaching strategies, socio economic background, the complex nature of History itself, lack of career guidance, shortages of resources like textbooks and bad influence from parents and peer group towards the subject. Marrchesi and Martin (2002) in their research conducted in Spain agree that hostile relations between the teacher and the learner contribute to negative attitudes and poor performance. Despite relations Ncube (2013) commented that the peer group has tremendous influence on the students' patterns of behavior especially on interests, attitudes, value system and emotional expressions. So pupils tend to dislike the subject and because of their bad attitudes towards learning History the majority was de-registering the subject at O level until recently when the subject was regarded as the core subject. Therefore if the one to receive medication is shunning it, thus death outcomes are possible and an improvement on teaching and learning of the subject becomes problematic.

Influence from home is of vital importance to mention since it can obstruct progress and improvements on the teaching and learning of History. Ncube (2013) propounds that parents have an important role to play in the upbringing of a student. Home or parents plays a fundamental role of primary socialisation of the child therefore their influence cannot be undermined in this research. Their role is to clothe and feed the student as well as to provide moral support and shape pupils in their academics. As such negative attitude of parents towards the subjects will be hereditary from one generation to another thereby rendering the child a negative attitude towards the subject. Of significant to note is the fact that these elders see no importance of History and have no idea how it will help their children. This is probably because of the former job market requirements which credit Mathematics, English and Science. Again one should acknowledge the fact that some of the parents in rural setups especially the area under study only attained primary education. This is witnessed by the 2012 census information which revealed that most of the parents in rural attained at least primary although the fact is debatable in other rural areas. Therefore these parents see no use of History in the future of their children

and given the choice of choosing five subjects for the children to be funded in registering at O level History probably will be last or not be selected at all. Such an attitude is beyond any reasonable doubt a factor which militates against improving teaching and learning of O level History.

2:8 INTERVENTION STRATEGIES THAT CAN BE EMPLOYED TO MITIGATE THE PROBLEMS TOWARDS IMPROVEMENTS ON TEACHING AND LEARNING OF O LEVEL HISTORY.

There are a number of strategies that can be used to dispel problems in the teaching and learning of history so as to enhance effective teaching and learning of History and at the same time improving the way the subject is taught and learnt. Candeias and Robello (2010) argue that the improvement of teaching and learning involves everyone that is curriculum developers, education officers, teachers, parents, communities and the nation at large. The intervention strategies includes pupil teacher motivation, career guidance for pupils, aids from non-governmental and governmental organization, improving teaching pedagogies and learning activities and depoliticizing the teaching of History subject.

2:8:1 CAREER GUIDANCE FOR HISTORY STUDENTS

The majority of pupils lack knowledge on the importance of History subject in their lives. To such pupils Career guidance will be a solution in shedding more light and removing attitudes from both the accompanying History teachers and the pupils. Career Guidance acts as a driving force enhancing the importance of the history subject. Murphy (2001) is of the view that persuasive pedagogy has a potential to change students beliefs and attitude. This type of pedagogy is mainly employed by Career Guidance officials and their awareness language and programs may give value to History as a subject t since pupils will be aiming at occupying certain position which requires history. Thus cleansing the general view of pupils and giving value to the noble subject. Ryan and Deci (2000) maintain that one can be prepared to learn the subject or set of skills when he or she understands the value or utility of an action. So awareness of usefulness of the History subject aid on mitigating the challenges on fulfilling effective teaching and learning of History since it instill self-identity, acquisition of critical analysis or mental skills, career opportunities as well as improving the teaching and learning of the subject under study.

2:8:2TEACHING OUT OF THE BOX: IMPROVING TEACHING METHODS

The Ministry of Education (2004) in Ontario noted that teaching methods and learning will go a long way towards motivating students to work and learn effectively. More has to be done in executing History such as inviting role models as speakers, visiting archives and museums and other interesting activities such as dramas pupils for dramatizing how Lobengula was tricked into signing the Rudd Concession. Candias and Robello (2010) assert that this influences how they will feel and will arouse positive attitudes. Pupils enjoy learning when they feel they are part of the class according to Maslow's hierarchy of needs. It states that pupils have a sense of belonging thus they need to feel recognized and part of the class. Thus group work and discussions fosters higher level of participation, performance and passing 3model by V an Der Robinton (1999). Again interest in a subject can increase. Bligh (1972) and Keller (1983) subscribe to Maslow hierarchy of needs by propounding that pupil centred methodologies creates a positive cycle of performance ,building higher self-esteem which in turn leads to more interest in the subject matter and better performance. Its high time teacher devote to learner centred approaches towards an improved approach.

2:8:3DEPOLITICISE THE TEACHING OF HISTORY.

There is great need to depoliticize History. Magudu (2012) echoes that History subject is to be liked more,there is need to depoliticize it and involve varied stakeholders to work out the modalities of its implementation thus unveiling History from the box. This realization is again backed by Chitate (2005) in his findings that the development and implementation of the Nationalist Syllabus 2166 was dominated by politics and the policy makers did not fully consult key stakeholders such as schools, heads, and teachers especially History teachers thus it met resistance thereby making it vague emphasizing for example issues of Land Reforms and Liberation Struggle hero worshipping carries unending debates contrary to what is in the syllabus.

Similarly, Khaled's 2013 study recommended that to improve social studies education in Jordan, Israel, the Ministry of Education should abandon its role of selecting and controlling subjects included in the social studies curriculum. It follows that in Africa too, to improve the prospects of History as a subject the government should cease to dictate content to be taught and its context without stakeholders. The same applies in the South African nations. This is witnessed by Mandela history in South Africa have occupied Matrix in teaching and learning of History

thereby swallowing History of other legendaries of apartheid in South Africa. Thus expected results over this will be negative and might override other useful information for the betterment of tomorrow. In Zimbabwe context the previous History Syllabus 2166 omitted topics on missionaries according to Chitate (2005) which is why the syllabus faces tense resistance from churches, private schools and other teachers thereby hindering effective teaching and learning of History. So there is need to revisit the syllabus and emancipate it from politics of hero worshiping.

2:8:4 MOTIVATE TEACHERS AND PUPILS

Goodman and Fandt (1995), assert that organization's sustainability comes from the motivation of its employers although their abilities play a crucial role in determining their work performance. Steyn (1996) also believed that motivated teachers make an organization more effective as they are always looking for better ways of doing the job. They are usually concerned about quality and are more productive than apathetic or demotivated staff. It should be emphasised therefore that, intrinsically and extrinsically motivated teachers are accountable and responsible for outcomes and guarantees education of quality.

Students should be motivated also extrinsically. There are various ways that can be used to motivate students to value History subject. According to Candeias and Rebelo (2010), the improvement of attitude and motivation towards school should involve everyone that is curriculum developers, education officers, teachers, pupils, parents and the community at large. Motivation can be in form of awards, rewards and praises as academic acknowledgements for good performance weekly, monthly, termly and annually. These rewards when presented to parents as well may motivate them to pay fees and other history requirements. According to Knowledge cited in Ryan and Deci (2000), external motivation generally consists of recognition and praise for good work. As such one can surely say improvement of teaching and learning of history can viable when pupils and teachers are motivated.

According to Taruvinga and Moyo(2000) school heads should determine, the prime outcome each teacher wants and decide what levels and kind of performance are needed to meet school goals. Contextually, in schools administration staff should find appropriate rewards according to individual performance and consider variables such as abilities, talents and expectancy of teachers. Teachers should be involved in decisions on issues affecting the schools, thus the

administration should ensure the reward system is fair so as to ensure that desired outcomes are achieved. However, the school goals and objectives should be reachable and achievable but, not too challenging. Conclusively, in education system teachers and pupils are supposed to be motivated so as to boast effectiveness, productivity, efficiency and dedication thereby guaranteeing quality education with an improved approach and in the long run ensuring the attainment of educational goals.

2:8:5TEACHER TRAINING OR PROFESSIONAL DEVELOPMENT

Teachers are the chief implementers of the curriculum so it is vital that during their training, teachers are given time and opportunity to reflect what the teacher's task really is. This will remove a system of parroting the right answers for the pupils to pass the examination. Donayre (2011) is of the view that, teaching is a profession that has to do with equipping young people for life and influencing change in a society so there is a great need to train teachers so that they can effectively teach the subject. Morrissey, Bernard and Bund (2010)'s studies in the Caribbean object that for effective teaching and learning of the subject teachers need to be professionally trained in the subject. If teachers are trained and deployed to schools, teaching the subject as intended, the implementation of effective teaching and learning of the subject can be a success. According to Mandina (2012) teachers do not enter the class room as finished products. This implies that, there is still more room for teachers to develop professionally through various ways. Mandina further suggest that, the ministry of education should ensure that all teachers have the chance to improve their classroom instructions by receiving on going training aimed at professional growth and better student's outcome. Seminars, workshops, excursions and boost sessions are other means of professional development. Mandina (2012) advices that, the ministry of education should held responsible for ensuring that all teachers benefit from professional development opportunities that focuses squarely on assessing and improving instructional practices and thereby raising the quality of education. This is so because teacher's professional level can affect effective implementation of the curriculum. There implementation of history syllabus depends on teacher training level, attitude, professionalism., personal abilities, qualities, intelligence and the school environment. As such there is need for a continuous development in terms of professionalism for improvement in teaching and learning of the subject.

2:8:6PROVISION OF TEACHING AND LEARNING MATERIALS

Eade and Williams (1995) assert that, for effective teaching and learning to take place it is important to involve pupils in the production of their own material as an educational process thus, ensuring that materials are relevant and culturally appropriate. This implies that some teaching and learning materials can be made by learners themselves with the assistance of their teachers. Crawford (1996) notes that, teaching and learning materials includes books, work sheets as well as no-printed materials such as cassettes audio materials and computers. The government of Zimbabwe Ministry of Primary and Secondary Education through the Transitional Educational Fund should help in the provision of teaching and learning materials such as textbooks, computers and library facilities.

2.9 SUMMARY

The chapter revealed literature related to the study and theories in relation to the study. Researchers has shown that, lack of teaching and learning resources, attitudes from parents, teachers and pupils, teacher quality and competence, poor teaching pedagogies and the complex nature of the subject t itself are viable factors which militates against the improvement and teaching and learning of O' Level History. The chapter also discussed intervention measures that can be put in place towards an improved approach. Effective teaching methods and interesting activities were discovered to be part of the strategies of improving teaching and learning of History.

CHAPTER 3

METHODOLOGY

3.0 INTRODUCTION

This chapter provides an insight into the research methodology which will spell out how data has been gathered thus providing a sound basis for analysis of the data so as to inform generation of findings and give basis for making sound recommendations. Haralambos and Holborn (2005) defines a methodology as a detailed piece of information which should contain both detailed research methods through which data is collected and more general philosophy upon which the collection and analysis is based upon. The study also focuses on instruments employed and sampling techniques that the researcher used to answer research questions. The validity of the research usually depends on the accuracy of the data, the research tools used and their suitability to the research.

3.1 RESEARCH ORIENTATION

3:1:1 Research paradigm

Creswell (2007) defines research paradigms as sets of assumptions, values or beliefs about fundamental aspects of reality which give rise to a particular world view and serves as the lenses or organizing principles through which researchers perceive and interpret reality. Lincoln and Guba (2007) complied that paradigms are the conceptual lenses through which researchers perceive reality hence present what we think about the world. Again Durkheim and Blanch (1999) view paradigms as encompassing systems of interrelated practice and thinking that define for investigators the nature of their inquiry along three dimensions of ontology, epistemology and methodology. Cohen and Manion (2006) agree that ontology specifies the nature of the social interpreted through our senses and experiences, resulting in differing perspectives of reality. Lincoln and Guba (2007) view knowledge as objective and tangible which demands researchers to be observers' and see knowledge as personal subjective, unique and imposes on researchers an involvement with their subjects and a rejection of the ways of the natural scientist. So the researcher employed mixed approach. Therefore the purpose of the mixed methods through the use of the qualitative findings helped to explain and clarify quantitative results. Thus a research paradigm then can be viewed as a plan to bring different parts of the

study into a smooth following sequential way in a bid to respond to the demands of the research problem. This study used a **mixed methods approach** that takes from both interpretive and positivist research paradigms to collect required data.

3:1:2 THE MIXED METHODS APPROACH

Creswell (2007) says mixed methods design is a procedure for collecting, analyzing and mixing both quantitative and qualitative data at some stage of the research process within a single study to address different aspects of the same general research problem and understand the research problem more completely. As such the mixed approach assist in bridging the gap between quantitative and qualitative data. Maree (2007) admits that the use of mixed methods leads to the collection of data through different strategies, approaches and methods in such a way that the resulting mixture and combination is likely to result in complementary strengths on non overlapping weaknesses. He goes on to say while quantitative research allowed for generalizing results to a population, qualitative provided in-depth understanding of phenomenon. Mixed methods design which is in the post positivist paradigm was used to analyse the teaching methodologies in secondary schools so as to improve the teaching and learning of O Level History. Hall (2009) says mixed research designs help to provide answers to the questions of who, what, why, when, where and how associated with a particular research problem. In the same direction Jean (2008) agrees that mixed methods design is mainly used to obtain information on the current status of the phenomena and describes “what exists” with respect to variables or conditions

The researcher used a mixed methods design to collect required data on the teaching and learning methodologies with particular reference to the history subject. Borg and Gall (1997) proposed that every research project requires a research that is carefully tailored to meet the exact need of the research as well as the problem therefore, the chosen design will make it easy to collect the data required for the study. The descriptive survey design proved excellent in gathering qualitative data such as the respondents attitude, opinions and views in the teaching and learning of history. According to Anthony (2013) qualitative and quantitative researches are about exploring issues, understanding and answering questions by analyzing and making sense of structural data. Chasi (2000:71) defines qualitative research design as a social research design that is based on field observations, analysed without use of statistics. This involved face to face

interaction and the researcher was able to probe for further explanations and clarification on the improvements of teaching and learning of O Level History. This design was a quick strategy in obtaining valid and reliable data and it was relatively cheap.

The qualitative research model was adopted as the main model with elements of quantitative research model integrated in the study to enhance the present and analysis of data. Given (2008) defines quantitative design as the systematic empirical investigation of social phenomena via statistical, mathematical or computational techniques. Descriptive survey also enabled the researcher to observe and describe the behavior of subjects without influencing them in any way. The term mixed methods is commonly used to refer to the collection of data from a population or a sample usually using interviews and questionnaires. MacMillan and Schumacher (1989) observe that mixed methods are used frequently in education research to describe attitudes, beliefs, opinions and other information required. Thus the instruments that were used include interviews, observation and questionnaires.

3.2 POPULATION

A population refers to all the individuals, units, objects, or events that will be considered in a research project (Chiromo 2009). Charumbira (2012) also defines population as the set of people entities to which findings are generalised. Deducing from this definition it is crystal clear to notice that the expression “set of people” opts that any population is characterised by its items or elements bearing same characteristics or properties that make it a complete set

The target population for this study comprises of ten secondary schools in Zhombe East Cluster of secondary schools in Kwekwe Rural District. Respondents were 2015 form four history students and their teachers as well as the heads of these schools.

3.2 SAMPLE AND SAMPLING TECHNIQUES

Chiromo (2009) propounds that a sample is a smaller group or a subset of the population selected from the population. Webster (2011) also defined a sample as a small amount of something that gives us full information about the thing it was taken from. Therefore from the definition one can see that a sample is a part that has been extracted from the entire population. It is also possible that a sample as the part of a population can have characteristics similar to were it is taken that is the population. Chiromo further argues that the general rule of the thumb is to always use the

larger sample possible .The larger the sample the more representative it is going to be, smaller samples produce less accurate results because they are likely to be less representative of the population

3:3 RANDOM SAMPLING

A sample of 3 secondary schools randomly selected from the 10 will be selected and used in the study, which is about 30% of the secondary schools in Zhombe East Cluster of secondary schools.This sample will have a total of 40 history students. Chiromo (2009) defines random sampling as a technique in which each member of the population has an equal and independent chance of being selected.

3.3:1 STRATIFIED RANDOM SAMPLING

Stratified Random sampling was used to select students to avoid bias and to achieve a fair representation of gender.It is a technique that permits the researcher to identify sub groups within the population and create a stratum (Rick,2006).Similarly Hair (2003) asserted that stratified random sampling involves dividing your population into homogeneous subgroups and then taking a simple random sample in each subgroup. The researcher chose to use the technique because she believes that the different schools have different teaching approaches hence pupils from these different schools would display different attitude and perceptions on the teaching methodologies employed currently on teaching and learning of history. Again the researcher opted for this sampling technique for it provided a fair presentation of the population across these sub groupson the basis of their gender.In this study the stratified random sampling was also used to select a sample of pupils in each chosen school.The pupils were divided into two stratus Boys and Girls and then the random selection was done by placing 80 pieces of papers in a hat 40 written YES and 40 written NO. The boys picked up the papers from the hat first and the girls last.The students who picked up papers written YES automatically qualified to be part of the sample.This enabled the researcher to acquire balanced representation of gender among the population.

3:3:2PURPOSIVE SAMPLING

Purposive sampling was used in selecting history teachers at the 3 schools.Bell (1993) defines purposive sampling technique as a procedure where a researcher consciously selects a sample that he or she considers appropriate for the research study.In this case all the 3 school heads from

the selected schools were responsible as well. 10 history teachers were purposely selected from the 3 selected schools visited, basing on their affiliation with the subject under study.

3:4 INSTRUMENTATION

In this study, the researcher employed both the questionnaires and interviews to gather required data. This is so because the two instruments complement each other. Instrumentation refers to instruments as devices used to obtain data relevant to the study being undertaken Wilson (2006). In this case the researcher used document analysis, observation, questionnaires and interviews.

3:4:1 QUESTIONNAIRES

Dawson (2000) propounds that a questionnaire is a document with questions presented to respondents to solicit appropriate responses about a given phenomenon. This is in agreement with Reis (1988) who also defined a questionnaire as a list of questions that must be carefully formulated, constructed and sequenced to obtain the most useful data in the most cost effective manner. It is estimated that the questionnaire technique for gathering information is used in more than half of the total research studies in educational studies. This implies that it is commonly used and popular among education researchers. In this study the researcher personally administered questionnaires to O level pupils and teachers on the research under study. Close ended questionnaire were used to collect data from history students and the history teachers.

It was advantageous to use questionnaires for the researcher in the sense that they enabled the researcher to collect factual information needed for the research problem since it was clear, comprehensive and straight forward. Again they were cost effective and gather valid information for the study; above all they offered privacy, anonymity and confidentiality to the respondents thereby giving valid and reliable data needed for the study although a disadvantage of low rate of return was visible and cannot be underestimated on this study.

3:4:2 INTERVIEWS

Chiromo (2009) defines interview as an oral method of obtaining information. It appears that qualitative and quantitative research studies in education utilize observation, interviews or both as a way of collecting data required. Bogman and Biklen (2007) add that it is a purposeful conversation between two people thus an interviewer and interviewee. Cohen et al agrees that the interview is a method of collecting data that is flexible and it involves multisensory channels to

be used such as verbal and non-verbal cues. One needs to note that these cues express attitude and feelings of the respondent which can be observed by the researcher and can supplement the information obtained from interviews.

The researcher interviewed school heads on the teaching and learning of history. Interviews were of paramount importance as they enabled the researcher to probe further the answers that need clarification. Skouteries (2003) defines interviews as a verbal technique for obtaining data. Leedy (2005) has this to say structured interviews are interviews in which questions are pre-determined and placed in a certain order that will enable the researcher to gather information required. In this regard data will be collected through note taking and voice recording. Interviews have some unique qualities since it is in form of a direct speech and deep research which allows scrutiny and questioning thereby paving way for mutual encouragement, secret motivation and so on. It needs to be noted that the researcher chose interviews because they allow respondents to ask for clarity on questions they fail to understand and this will open up for a depth interrogation of facts. Although interviews have their demerits such as gathering misleading facts due to factors like emotional instabilities, use of informal languages and prejudice from the interviewer. Thus the researcher used the interview schedule for the heads and curbed the chances of acquiring defective facts by being watchful and strict to non-verbal cues and consistently systematic and also being clear that she is far from holding any preconceived notions regarding the outcome of the study.

3:4:3 OBSERVATIONS

Creswell (2014) defines observations as a process of gathering open-ended firsthand information by observing people and places at a research site. Creswell goes on to say this entails taking field notes on the behavior and activities of individuals at the research site. An observation checklist guided the researcher during data collection. The researcher was participant-observer. This catered for the shortcomings of interviews and questionnaires. The researcher also observed the History teachers teaching and the school teaching and learning environment. It also needs to be highlighted that this enabled immersion into actual experiences of the participants. It also facilitated efficient gathering of information as it occurs.

3:5 DATA COLLECTION PROCEDURES

The purpose of data collection is to obtain information to keep on records, make decisions about important issues and to pass information unto others. Welmar (1995) says data collection is a term used to describe a process of preparing and collecting data.

In accordance to the research ethics the researcher obtained an introductory letter from the faculty of Applied Education at Midlands State University (MSU). This letter was used to get permission from Harare headquarters and Midlands Provincial Education Director (PED) to carry out the investigation in the Midlands Province. Letter of permission from the PED was then used to get permission from the Kwekwe District Education Officer to get into schools under study. Finally the DEO's permission was presented to the school heads. The researcher then arranged appointments with selected school and this was all done during periods convenient to both the researcher and the respondents. As such the researcher personally administered the questionnaires to both the history teachers and their students and later on interviewed the heads of schools under study.

3.6 RELIABILITY

Coleman and Briggs (2002) describe reliability relating it to probability. They say reliability relates to the probability that repeating a research procedure or method would produce identical or similar results. This implies that it provides a degree of confidence that replicating the process would ensure consistency. Reliability is the extent to which a test or procedure produces similar results under constant conditions on all occasions (Barker 1994). Therefore a reliable questionnaire, interview or document analysis, should give more or less the same results each time it is used with the same person or a group. To check the reliability of the instrument used, the researcher checks the reliability of the questionnaire by asking few respondents the same questions and found that personal responses matches with the information on the questionnaires. On interview guides the researcher gave a colleague the same guide to the same respondent and obtains same responses. Hence there was correlation and concurrency thus the instruments was averagely reliable.

3:6:1 VALIDITY

According to Coleman and Briggs (2002) if an item is unreliable it must also lack validity but a reliable item is not always valid. This deduces that instruments can produce the same or similar responses on all occasions but measuring what it is supposed to measure. As such the concept of validity is used to judge whether the research describes accurately the phenomenon which it intends to describe. Validity guarantees coverage of all facts of the topic through correct selection of correct instruments and its construction. Therefore the research design, the methodology and the conclusion of the research requires a regard to the validity of the process. To check validity and to ensure it the researcher also consulted experts on improving teaching and learning issues and got help on the contents of the questionnaire and the structure of the interview questions. Again validity was ensured by resorting to the research questions as a base of constructing instruments thereby giving value to the study.

3.7 DATA ANALYSIS AND PRESENTATION TECHNIQUES

The researcher presented, described, discussed, interpreted and analyzed data collected from the schools under study. Since raw data is not reliable and rarely used in research projects, she used descriptive and statistical data analysis techniques to analyse the data gathered. Documented data was also used to confirm and supplement information obtained from the instruments used. The analysed data was then presented as bar charts, tables, pie charts and as narrative data in the form of brief statements and paragraphs.

3:7:1 DOCUMENT ANALYSIS GUIDE

The guide was used to check on the availability of records of history as a subject in schools selected. The researcher checked on the availability of national and school syllabi for the subject under study, schemes of work, record books and teaching and learning materials associated in the teaching and learning of History. The researcher also checked on the pupils' exercises, tests and notebooks especially on areas such as standards of tests and exercises, their marking and frequency was all looked at.

3:8 ETHICAL CONSIDERATIONS

Chiromo (2009) propounds that ethical considerations in research are guidelines on what is right and what is wrong that should guide researchers when carrying out their research. In this case the researcher obtained an informed consent from the Ministry of Primary and Secondary Education giving her platform to undertake a research in various schools under study. In schools the researcher elaborated the objectives and goals of the research to the selected population and those who participated in the research were sought consent first and guaranteed that the information offered will be reserved and confidential. Efforts were strictly undertaken adhering to the Midlands State University principles and guidelines.

3:9 DATA MANAGEMENT

Data management refers to how the information obtained will be validated, processed and stored. To avoid data dilution and misinterpretation collected data will be strictly used for academic purposes. As such electronic files of data will be kept password and copyright protected. Hard copies were also produced as a way of managing data

3.10 SUMMARY

The chapter discussed how the research was conducted. The chapter outlines the research design, population and sampling techniques, data collection procedures and presentation techniques that the researcher chose to employ during the course of the study. It also elaborated why the researcher chose those instruments in her research and lastly how the researcher manages data collected. All this aimed to cover the gaps in the teaching and learning of history towards an improved approach.

CHAPTER 4

DATA PRESENTATION ANALYSIS AND DISCUSSION

4.0 INTRODUCTION

This chapter presents a comprehensive analysis, interpretation and presentation of the data gathered through questionnaires, interviews, observation and document analysis on the improvement of teaching and learning of O Level History in Zhombe East cluster of rural Secondary Schools. Data gathered is presented under the topics of the main themes rooted in the research questions and analysis will follow every presentation. The chapter also focuses on the discussion of the research findings linking it to the reviewed literature so as to draw conclusions and recommendations. Presentation of data will be in form of frequency tables, pie charts and bar graphs. The chapter will then present ways of improving teaching and learning of O level History.

4:1 BIOGRAPHICAL DATA

Table 4:1. Distribution of respondents by gender

SEX	HEADS	TEACHERS	PUPILS	TOTAL
FEMALE	1	4	31	35
MALE	2	2	29	31
TOTAL	3	6	60	69

This table reviewed that 3 heads of schools were interviewed, 6 teachers and 60 pupils were given questionnaires. The total number of respondents in this study was therefore 69.

4:2 IMPLICATION OF TEACHING HISTORY IN SCHOOLS

Table 4:2. Responses by school heads on receipt of the Ministry of Education, Sports, Arts and Culture Secretary’s Circular No. 2 of 2003, (N=3).

RESPONSE	FREQUENCY	PERCENTAGE (%)
YES	3	100
NO	0	0

Table 4:2 shows that hundred percent of the sampled schools received the policy document which required all schools to implement the teaching and learning of History in schools as a co subject. Therefore this shows that the Zimbabwean government made sure that all schools implement the teaching and learning of History as a co subject by providing documents to all schools. However, even though there was 100% implementation of the policy. The policy indeed was distributed, but a lot of effort is still required to ensure effective teaching and learning of the subject.

4:3 TEACHING OUT OF THE BOX: IMPROVING THE TEACHING AND LEARNING OF HISTORY.

4:3:1 Teaching and Learning Materials

Table 4:3. School heads’ responses on provision of teaching and learning materials (N=3)

RESPONSE	FREQUENCY	PERCENTAGE
Adequate	0	0
Not adequate	3	100

The above table shows that the teaching and learning materials for History are in great short supply. Heads of sampled schools asserted that there is great need for the provision of textbooks and other teaching and learning media to ensure effective teaching and learning of the subject. In 2011 most schools in Zimbabwe received textbooks from the Ministry of Education, Sports, Arts

and Culture with the support of UNICEF. Although effort by UNICEF through Ministry of Education Sports and Culture cannot be undermined it should be emphasised that the majority of textbooks were irrelevant to the syllabus and were very few to mitigate the quench of textbooks needed. This implies that the subject lacks resources and is poorly performed due to lack of teaching materials such as textbooks.

4:3:2 Record keeping

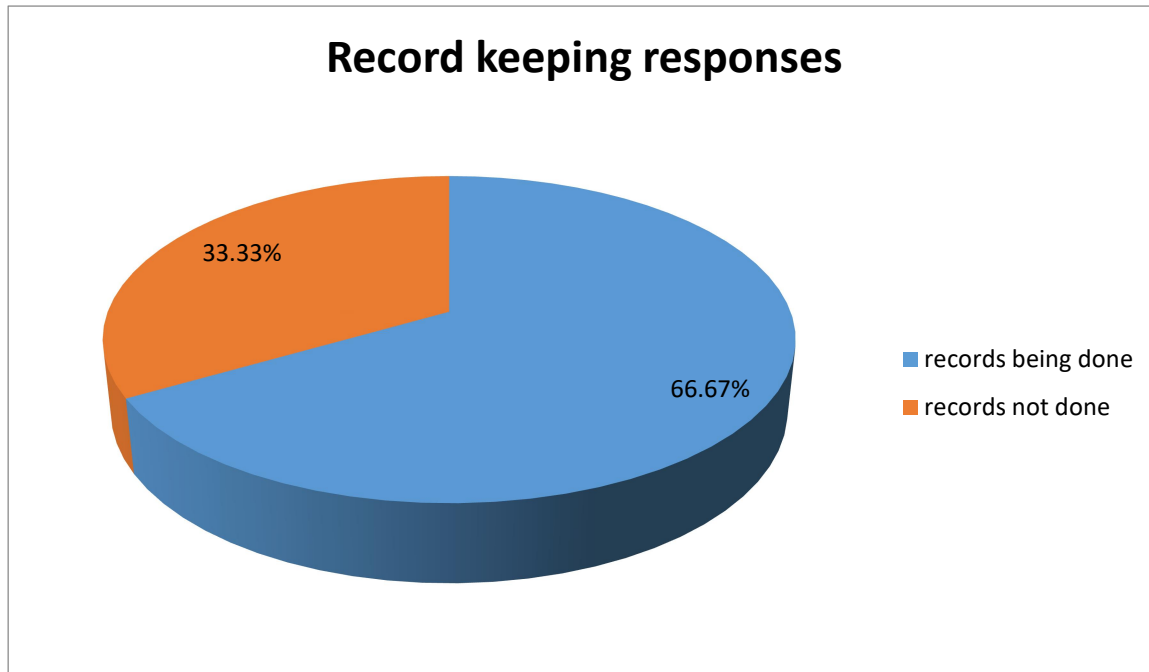


Figure1 showing responses by the school heads on record keeping.

Fig 1 shows that schemes of work, mark schedules and other records for History at schools are not done in most schools. The responses by the heads revealed that they rarely ask for such records which are the reason why they are not found in their schools. If ever found they were old guava papers which clearly shows that the records were probably done by their predecessors. Of the three heads of schools interviewed one assumed that the teachers were scheming and record keeping, however, only one teacher at the school was found with these records. As such the researcher found out that there is no clear evidence whether the subject is taught or not in most schools. Kyriacou (1997) observes that planning is essential for the success of all lessons. So without planning there can be no effective or improvements in the teaching and learning of History.

4:3:3 Supervision

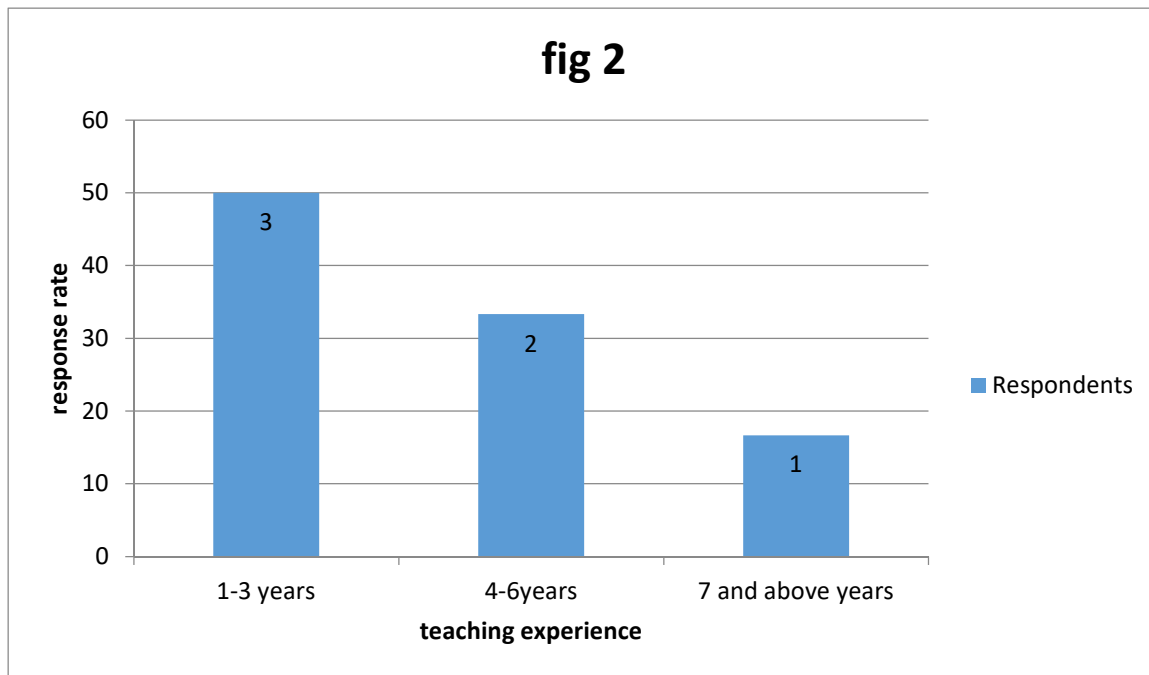
Table 4:4. School heads' responses on supervision (N=3)

SUPERVISION	RESPONSE	FREQUENCY	PERCENTAGE
Internal	Not supervised	3	100
External	Not supervised	3	100

Again the heads of the sampled schools confirmed that they were not supervising the subject but mostly supervise Mathematics, English and Science. The researcher further probed for the reason why they were like that but the responses all proved that they all value History as a useless and less important subject. The school heads also pointed out that even external supervisors such as District or Provincial Education rarely visit their schools to ascertain whether the subject was taught effectively or not taught at all ever since it was made compulsory.

4:3:4 Teacher Training and Experience in History teaching.

Fig 2 Teacher training on History teaching (N=6)



School heads of the sampled schools pointed out that workshop for teachers on the subject were done long back but currently due to lack of funds it has become a thing of the past. The heads

revealed that many of the teachers in the humanity department who teach this subject are not trained since many teachers transferred, some resigned due to old age and some went for greener pastures in 2008 economic crisis.

More than 80% of the teachers who teach the subject joined the teaching service well long after the implementation of History teaching as a core subject. When teaching and learning of History was implemented in 2003 as a core subject, training workshops for teachers, heads of schools and other curriculum developers were carried out especially during the period 2004 to 2006. When the country experienced an economic meltdown from 2007 to 2009, training workshops became scarce or came to a standstill. In addition, during this period many teachers resigned from the service and some went to the Diasporas for greener pastures. As a result, new teachers from colleges filled the gap left by the old teachers. Many schools also received untrained teachers or university graduates who did not train teacher education. As such new teachers did not receive the much needed training to teach the subject.

Table 4:5. Teachers’ Experience in teaching History (N=6)

TEACHING EXPERIENCE (YRS)	FREQUENCY	PERCENTAGE
Less than 1 year	1	16,67
1-3	4	6,66
4-6	1	16,67
7 and above	0	0

Table 4:5 compliments and supports the data shown in data 4:4 that most of the teachers who teach History teaching have very little teaching experience, coupled with inadequate training in History teaching issues. Therefore, most of the teachers in schools need training on how to teach History. Only 2 out of the 6 teachers in the sampled schools pointed out that they received some training or information in History teaching, but they all argued that the training was inadequate as they face many challenging concepts in the teaching and learning of the subject. The need for continuous professional development is a pre requisite for effective teaching and learning of History to take place.

4:3:5 Provision of Syllabus

Fig 3.responses of teachers on provision of syllabus

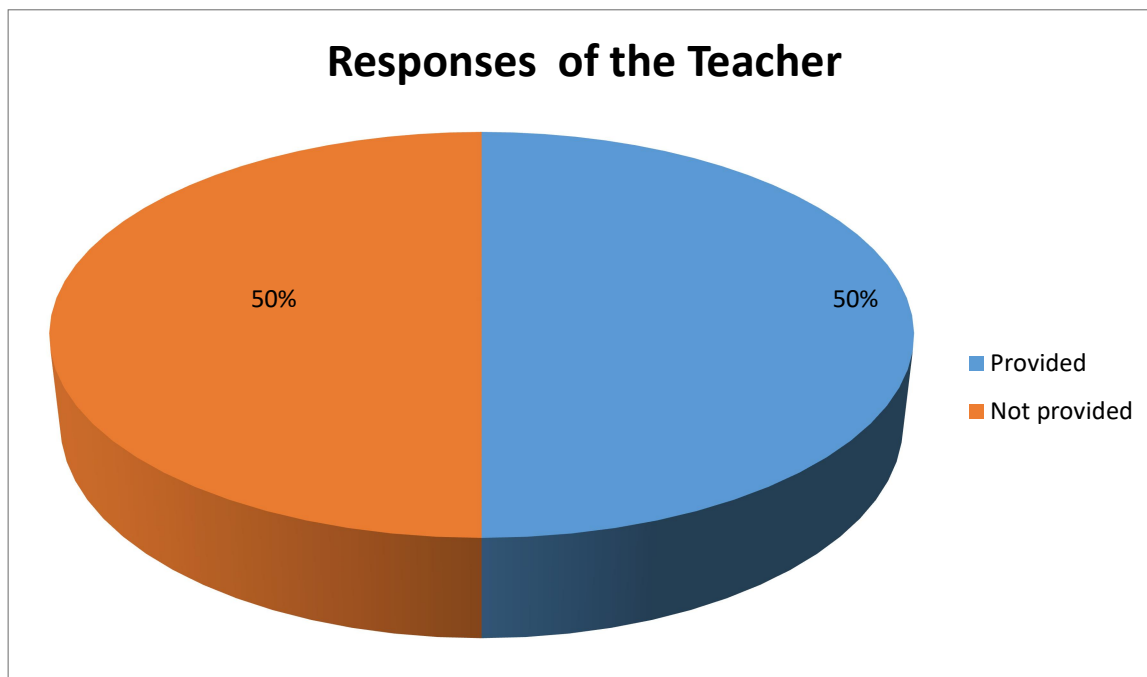


Fig 3 shows that half of the teachers in the sampled schools do not have the syllabus for the subject. They teach the subject without the syllabus. As a result, there is a great danger that these teachers are teaching what is not in the syllabus and also use the wrong teaching and learning methods for the subject.

4:3:6 Assessment and Evaluation

Table 4:6. Teachers' responses on whether the pupils have exercise books or not.

RESPONSE	FREQUENCY	PERCENTAGE
They have	4	66.67
They do not have	2	33.33

The above table shows that pupils at times are not given written work. However when asked to produce marks schedules and samples of pupils' exercise books, the researcher actually found

out that only 2 teachers out of 6 had given pupils some written work according to the required frequency in the humanity department. As such there is no adequate and or clear evaluation of pupils work or progress in the subject thereby causing a crack in the implementation of effective teaching and learning of O level History. Carl (1995) believes that for any curriculum design, development and implementation to be effective there should be a systematic selection of objectives, situation analysis, selection and classification of teaching methods and media planning of the instructional learning situation and pupil evaluation. This implies that if there is no evaluation at the end of curriculum design, development and implementation, then the curriculum implementation is bound to fail. If pupils are not given adequate exercises and tests they will be demotivated as they would not know their progress. The subject is as a result not valued by both teachers and pupils.

4:3:7 Challenges in the Teaching and Learning of History.

Teachers from the sampled schools identified the following challenges they face in the teaching and learning of History

Table 4:7. Challenges faced by teachers in the teaching and learning of History.

CHALLENGE	NUMBER OF TEACHERS WHO IDENTIFIED IT
Unavailability of the syllabus	2
Negative attitude of other students and parents	4
Shortage of teaching materials	4
Lack of knowledge of changes in History	3
No aids from NGOs and government for History specifically	5
Afternoon timetable for the subject	3

The above table shows that averagely 50% of the teachers who teach the subject in the sampled schools claimed that students usually portray a negative attitude towards the subject. Kyriacou (1997) argues that many pupils will accept the teachers' authority to manage their learning, in part because they know that the teacher has expertise in the subject concerned. Therefore some

of the challenges faced by the teachers may stem from their failure to effectively teach the subject since they are not trained to teach History. Another teacher from school B concluded that *'...isu hatisi maticha chaiwo isu takangojegerawo tiripano....nyangwe tikada kuzama kudzidzisa ,vana vacho pamwe nevabereki vacho havade zvekudzidza ukada kuti unyatsotsanangura wakutonzi uri politician. Apa hapana mabooks, hapana library, hapana zvose...chedukutovamhanyisa sezvo zvirizvo zvavakatemerwa nyora...'* (we are not real teachers but we are just waiting for our real jobs as we will be teaching, even if you want to teach effectively the pupils and their parents are not dedicated, if you want to explain too much you will be labeled a politician. Moreover they are no books, no library, in fact nothing is there that why we resort to sporting since they like it very much)

This means that the teachers themselves they are not dedicated to teaching since they were not trained to teach. They are pulled down mainly by pupils and parents negative attitude towards the subject but positive attitude on sports. In some cases they do not know other concepts in the History syllabus and the complex nature of the subject is another obstacle against effective teaching since it has politics in it becomes so difficult to teach. Ncube et al (2014) argues that in some respects, this may explain why teachers are often anxious about teaching in areas outside their own expertise, which inevitably arises with developments in the curriculum and its content particularly if there is a risk that pupils will ask difficult questions. As such the need to train teachers is also stressed out by Morrissey, Bernard and Bundy (2010) who pointed out that teachers need to be professionally trained if the teaching and learning of the subject is to be done effectively. Teachers will be comfortable to teach the subject they are experts in.

Table 4:8 summaries heads responses on problems militating against effective teaching and learning of History.

CHALLENGE	HEADS EXPLANATION
Lack of competent teachers	<ul style="list-style-type: none"> *Teachers themselves are not competent and are not dedicated *The majority of teachers in the humanity department are under qualified
History is being taught for examination purpose only	*Teachers use simplistic teaching approaches which in turn tend to be boring to students
Teaching Pedagogies	<ul style="list-style-type: none"> *Teacher centred approaches *Poor teacher-student communication
Poor students assessment strategies	<ul style="list-style-type: none"> *Use of low order assessment by under qualified teachers *Inconsistent by teachers in assessing students
Structure of the O level History syllabus	<ul style="list-style-type: none"> *Too long and broad to be covered in two years forces teacher to resort to the lecture method *Some topics are too political to teach
Teaching and learning materials	<ul style="list-style-type: none"> *parents failure to pay fees reduces teaching resources purchasing *Most donors and organizations like UNICEF prefer funding Maths ,English and Science
Learning Stations	<ul style="list-style-type: none"> *Due to lack of infrastructure these schools attracts poor teachers and chases good teachers *poor location, rarely supervised by the Ministry and lack of resources causes poor performance
Students attitudes towards the subject	*reduces teachers effort and concentration on the part of the learner

4:3:8 Ways of improving the teaching and learning of History.

Table 4:9. Teachers' responses on ways to improve the teaching and learning of History.(N=8)

RESPONSE	FREQUENCY
Provision for more good time for the subject	2
Invitation of resource persons	3
Need for thorough training for teachers	3
Use of diverse teaching pedagogies	2
Provision of teaching and learning materials	4
Subject to be supervised internally and externally	1
Provision of syllabus	1

Table 4:9 shows that most of the teachers who teach History need training for them to professionally or effectively teach History since some lack the content itself and more worse dispatching information to pupils. Ncube etal(2014) observes that not all teachers can smoothly teach all topics in their subject areas, they are uncomfortable to teach other topics particularly because they are less informed in those areas. Ncube (2014) maintains that this incompetence among teachers may affect their attitude towards those particular topics and in turn affect the manner in which they teach the topics in the classrooms. There is great need for teacher training and boost in sessions and workshops for History teachers so as to meet various changes in the teaching and learning of the subject towards improving teaching.

In addition 50% of the teachers suggested the need to provide teaching and learning materials if the subject is to be taught effectively. Petty (2009) asserts that teaching aids take a central role in the teaching and learning process. He points out that researchers agree that information enters people's brain in the following ways, 87% by eyes, 9% by ears and 4% by other senses such as feeling and smelling. As a result it can be ascertained that teaching and learning can be effective if there are adequate resources and media. In the same vain pupils suggest ways of improving teaching and learning of the subject under the study, pupils also echoed the same sentiments as those of their teachers. Also resources like computers aids much in the teaching and learning. Clark (2004) cited in Gudyanga etal (2014) pointed out that a computer assisted curricula

provides an opportunity for an inquiry based approach to learning that discourages rote memorization but encourages conceptual understanding and critical thinking among students. Both teachers and pupils encouraged the adoption and effective use of the computers assisted learning (CAL) in the teaching and learning of History calls for Virtual schools, e learning and Cyber School which promotes improvement in the teaching and learning of History.

Table 4:10 Pupils’ responses on the ways of improving teaching and learning of O Level History. (N=60)

RESPONSE	FREQUENCY
Provision of qualified teachers	6
Provision of textbooks	39
Need for written work	9
Teachers should come for lessons often	10
Need for activities like seminars, history club and fieldtrips	30
Teacher to engage pupils much other than lecturing always	12
Career guidance or invitation of the resource person	19

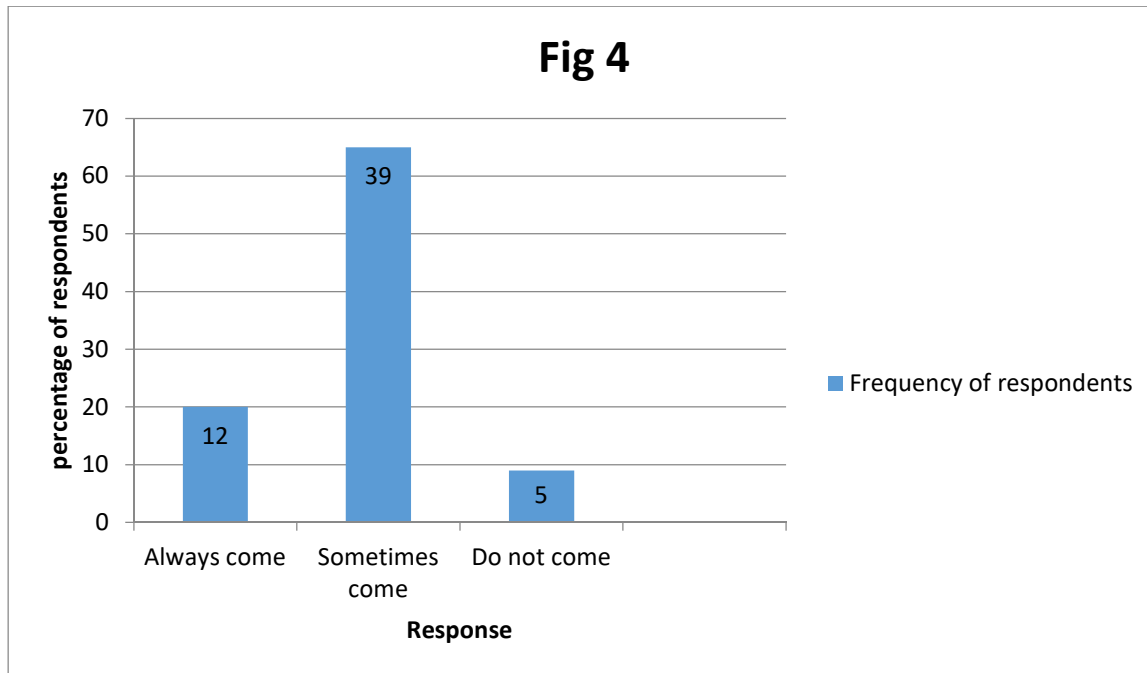
About 65% of the pupils suggested the need to provide textbooks if they are to effectively learn the subject. The government and other organization to mitigate the problem but the thirst was never quenched. Participant student from school C commented that...*handitozivi kuti Dynamics book 4 rakanyatsoita sei ndinongoona madam vakabata rimwe asi risitomborina hardcover*”

(I don’t even know how Dynamics book looks like, what I only see madam holding a book without a hardcover) This shows that there is scarcity of textbooks in most of rural schools especially the area under study. As such both teachers and learners are demotivated thereby increasing poor performance on the part of the learners. Issues of improving the learning of the subject will be far fetched in such a scenario. In conjunction with the above fact the need for assessment was also echoed by both teachers and pupils. Fraser, Loubster and Van Rooy (1993)

define curriculum as the interrelated totality of aims of learning, content, teaching and learning activities, opportunities and experiences which guide and implement the didactic activities in a planned and justified manner. As such assessment is required so as to guide and improve teaching and learning in school set up.

4:3:9 Teacher's attendance to lessons

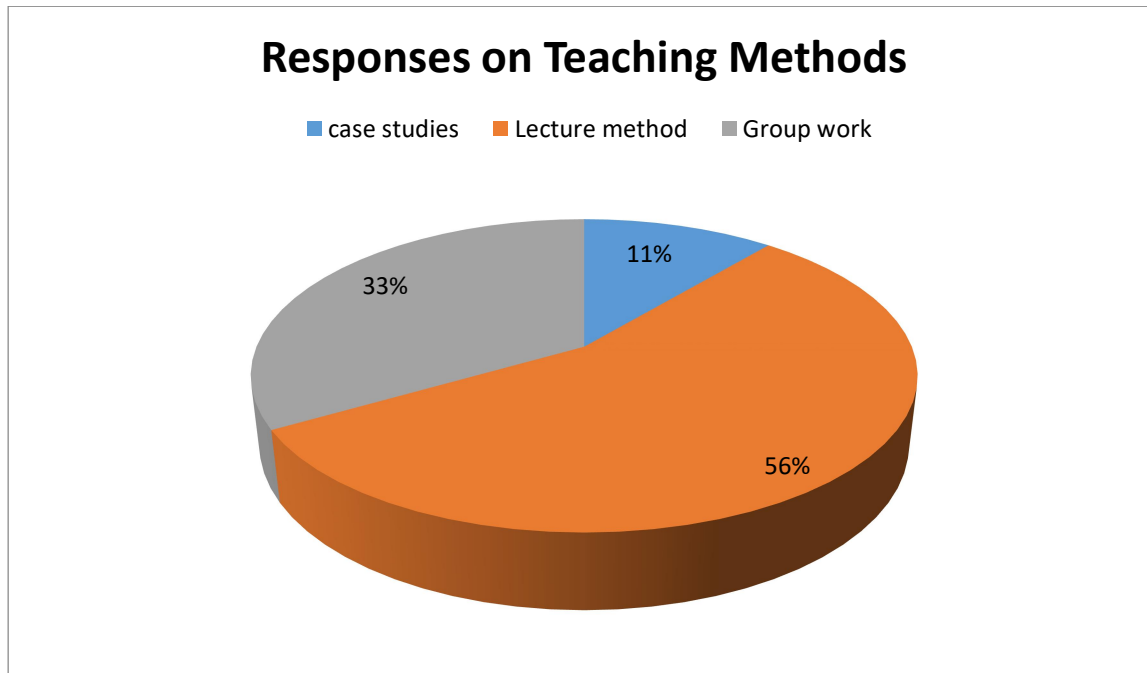
Fig 4 .Pupils' responses on teacher's attendance to History lessons.



The above graph shows that 65% of the teachers do not regularly come for History lessons and about 10% do not report for lessons. Participant student from school B emphasised that in most cases especially during pay days the school will be left with the head and the senior teachers only who teaches other subject not History. Another Participant from school C said emotionally that ever since her History teacher bought a car he rarely attends lessons especially on Fridays. This was further supported by the head of the school C who regulated the issue by thanking the public Service which is now moving anyhow in rural schools especially Fridays. He emphasised that had it not be that the school especially month end was left in the care of few temporary teachers and himself .Given this scenario the researcher realized that there is need for strict penalties for absenteeism without tangible cause for teachers to attend lessons. This will indeed improve the teaching and learning of the subject.

4:3:10 Teaching and learning methods

Fig 5. Teachers' responses on teaching and learning methods (N=3)

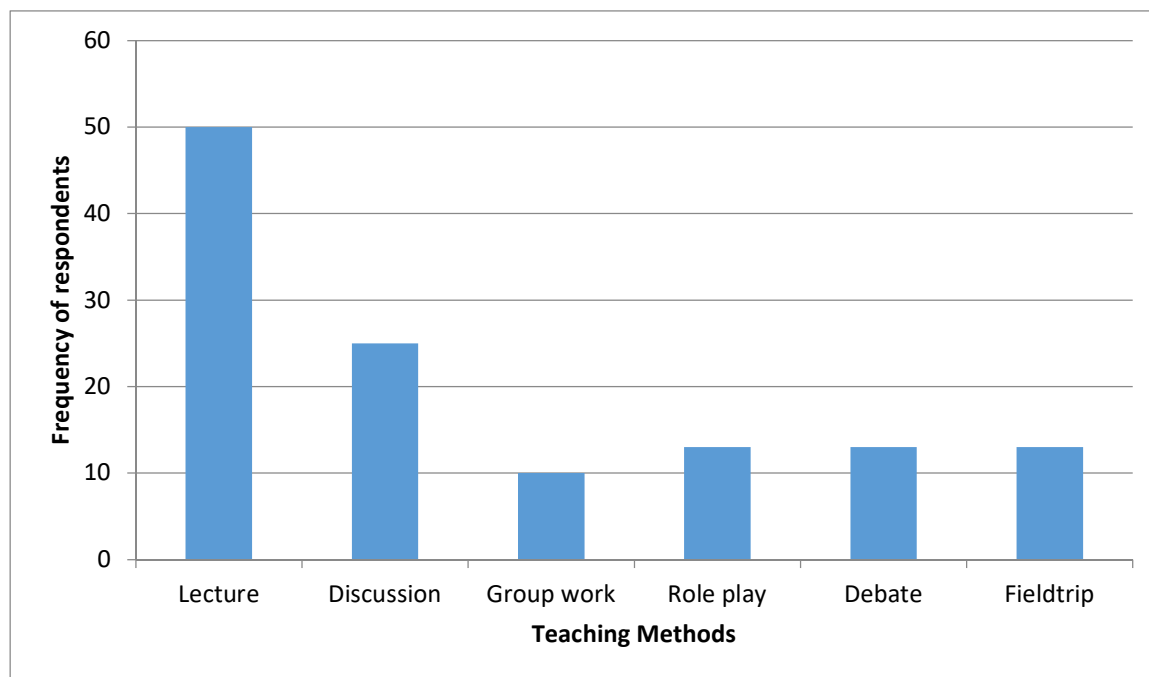


As shown on fig 5 it is notable that the majority of teachers prefer lecture method in their teaching of History especially at O Level History. Participant from school B defends herself by saying History is a content subject ,*it is very long if you work with pupils' pace and use other teaching methods like discussion and group work too much and a lot of media you wont finish the syllabus*. According to Gibbs (1981) most teachers prefer to use the lecture method because it is the best way to make sure that the syllabus is covered .But the researcher realized that lecture methods tend to be associated with decrements in attention and information assimilation among pupils such that the teacher is “covering”, the students are not also “covering” (Gibbs,1981). These decrements among students pave way for poor performance, thus far from effective teaching and learning.

The researcher through observing the History teacher teaching in all three schools under study she realized that the majority of History teacher teach History for examinations as such they less use media and colorful teaching strategies as they feel they will be wasting time. Participant from

school A argued by saying “...of course we teach History mostly by lecturing to prepare our students for the final exams, after all that’s the aim of our education system...personally I base my teaching on past examination papers, I drill my students concepts that are frequently examinable” Gudyanga et al (2014) is of the view that drilling involves teaching students through rote memorization to enable them to only grasp concepts that are necessary for them to pass the exams. Handerleite, Smart, Anderson and Elian (2001) maintain that rote memorization of some facts is critical but usually students are not able to fully make sense out of such facts. The researcher realized that the majority of teaching strategies used by the History teachers are teacher centred approaches which limits pupils from participating and being part of the class. As such no improvement in teaching can be recorded if teacher centred approaches persist.

Fig 6. Pupils responses on teaching and learning methods (N=60)



Also pupils’ responses on the teaching and learning methods witnessed that the majority of teaching is done using lecture method. In their response they also showed group works and role play are rare in History teaching. They also requested for fieldtrips to places like Great Zimbabwe in their responses. As such it is notable that the majority of History teaching is teacher centred and benefits less pupils as some are audio visual and kinesthetic learners. The researcher confirms the pupils’ responses with one teacher who argued that he can’t spend his

money to buy media since they are no allowances for that. However the researcher realized that assessment by head of departments was not done effectively since the majority of schemes recorded teaching methods which are never practiced. In some cases the teacher recorded marks of exercises which was never done. The researcher matched the record of marks with a variety of exercises books and realized that records were in theory form only.

4:4 CONCLUSION

In this study the data collected revealed that History is not taken serious in schools as a core subject. Mostly the subject is taught by untrained incompetent teachers who lack dedication and view it as dull subject. As such the majority of pupils have developed a negative attitude towards the subject. On top of being incompetent the teachers themselves use teacher centered strategies in the teaching and learning of History. In a bid to cover the so called long syllabus the teachers resort to lecture method which worsens the situation. School heads, teachers and pupils all agreed that there are limited teaching and learning materials in their schools such that improving teaching and learning of the subject becomes difficult. Data collected also proved that the subject is sometimes not taught and must be shifted from afternoon time. Pupils recommended fieldtrips, tours, discussions, group works and the invitation of a resource person for them to understand the importance of History. Heads of schools, teachers and pupils called for increase in time allocation for the teaching and learning of History, depoliticizing of the subject, training of teachers, boost in services, workshops and seminars and provision of resources and assessment criteria both internally and externally. All these aid in the improvement and guarantees effective teaching and learning of O level History

CHAPTER 5

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5:0 INTRODUCTION

This chapter is a summary of the whole study. It summarizes previous chapters from chapter 1 to chapter 4, which is from the research problem to data presentation and data analysis. Conclusions are drawn from the results obtained from the analysis of questionnaires, interview, observation and document analysis. Again recommendations are also provided to mitigate the problems raised by the study.

5:1 SUMMARY

The researcher was interested in studying the ways of improving teaching and learning of History under the topic Teaching History out of the box: Exploring into effective teaching and learning of History and the study was carried out in Zhombe East cluster of rural Secondary schools. Chapter 1 was basically concerned with the justification of the study, the background of the study and the statement of the problem. Significance of the study its limitations, delimitations and the definition of terms were also highlighted.

Chapter 2 was concerned with the review of literature. Arguments by different scholars were explored and the study gap was unveiled. In this chapter factors militating against effective teaching and learning of History were highlighted and strategies to mitigate them were also given towards an improved approach. Various theories and findings from other researchers revealed that different methods can guarantee effective teaching and learning of the subject under study. This is when the researcher unveils how history can be taught using various methodologies referred as pedagogies in chapter 2 thus teaching out of the box. Research questions were answered in subsequent paragraphs in this longest chapter of the study.

In chapter 3 the research methodology was highlighted, described and analysed. The chapter looked at research paradigm, design, data collection methods, sampling methods the model employed in data analysis and their justifications. The chapter derives its base on theoretical and empirical literature in selecting the best research method to achieve the objectives of the study. It should be notable that in this chapter various techniques and methods were used in carrying out the research so as to increase the validity and reliability of the data gathered. As such data was

collected from both primary and secondary sources which include interviews, questionnaires, observation and document analysis.

In chapter 4, data obtained using questionnaires, interviews, observation and document analyses was presented, analysed and interpreted. The gathered data was presented in tabular form, graphical form and pie charts. The data was again analysed quantitatively and qualitatively and interpreted in relation with chapter 2 main problems, sub problems, theories and related literature and lastly findings were conclusively summarized. Then the current chapter focuses on the summary of the whole chapter and discusses conclusions and recommendations of the study.

5:2 CONCLUSIONS

Basing on the findings of the study it can be academically concluded that the teaching and learning of History is not treated in a justified effective manner although the subject has been made compulsory and a core subject in 2003. History is either taught partially or not taught at all because some schools do not have adequate resources to enable the teaching and learning of the subject. The majority of teachers do not enjoy teaching History and resort to teacher centred approaches such as lecture method hence pupils' performance is negatively affected. Teachers are preparing schemes of work and other records for the subject and are not fulfilling what they have planned. Supervision is rarely done both internally and externally. The majority of teachers are not trained to teach the subject. Again the syllabus is too long to cover in a period of two years. As such the above research findings clearly show that there is great need for improving the teaching and learning of History.

5:3 RECOMMENDATIONS

The researcher recommends that in order to teach out of the box thus improving teaching and learning of History the following should be done.

- a) Teachers should be trained to teach the subject. In this light, there is need for in-service training and staff development. The study revealed that many teachers are not trained. Many teachers migrated to other countries during the period 2007-2009 when the country experienced an economic meltdown. According to Mandina (2012) teachers do not enter the classroom as finished products, most teachers who remain in the profession improve and grow over time and become better. This implies that teacher professional

development and teacher and student preparation standards, and curriculum and assessment are all aligned towards an improved teaching and learning. Mandina (2012) goes on to say continuous professional development is critical to develop and maintain high quality teachers. He advocates for the ensuring of ongoing training aimed at professional growth and better students' outcomes. The researcher therefore recommends that the Ministry of Primary and Secondary Education that it should held responsible for ensuring that all teachers benefit from Humanity based professional development opportunities that focus squarely on assessing and improving practices and thereby raising the quality of History teachers.

- b) The school in partnership of the old students association should unite and seek funds for the construction of Humanities blocks and for the procurement of resources. The school should seek funds from the government and NGOs through the Ministry of Primary and Secondary Education.
- c) The head of schools should hire resource persons or organize career guidance for pupils to have a deeper understanding of the subject so as to erase the negative minds in pupils.
- d) The Ministry of Primary and Secondary Schools and the Curriculum Development Unit should revisit the syllabus of History and try to shorten it so as to fit in two years. Again it must depoliticize History and provide syllabuses to all schools.
- e) Supervision, both internal and external, should be provided to ensure that the subject is taught and learnt effectively and detect areas which may need to be clarified or corrected in the teaching and learning of History at O level. Head of Department should hold responsible for the facilitation of learning and should check records at the end of the week and heads of school should monitor progress. Above all external supervisors should increase their pace of visiting rural schools.

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APPENDIX 1: QUESTIONNAIRE FOR TEACHERS

Dear Respondent

My name is Memory Fofu. I am a final year student at Midlands State University doing Bachelor of Education Honors Degree in History. I am doing a research topic called Teaching History out of the box: Exploring into effective teaching and learning of O level History. May you fill the following questionnaire providing the best of your knowledge. Your responses will be treated in the strictest manner of confidence and shall be used for academic purposes **only**. To preserve anonymity and confidentiality, please do not write your name or sign anywhere on this questionnaire.

INSTRUCTIONS

-Read and tick in the appropriate box

-Fill in the spaces provided

1. SEX

Male Female

2. AGE

Below 30 30-40yrs 41-50yrs 51-60yrs 60 and above

3. QUALIFICATION

GCE Diploma PGCE BED DEGREE

MASTERS

4. ANY OTHER QUALIFICATION

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.....
.....

5. Do you enjoy teaching history?

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.....

6. Which teaching methods do you use in the teaching and learning of O level History?

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7. What are the factors contributing to poor performance of students O level History?

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8. What challenges do you face as a teacher in teaching of O level History?

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9. Did you undergo any other training on how to teach this subject?

YES NO

b) If yes tick on the kind of training you undergo.

Training at teachers college In-service training

Any other

(specify).....
.....
.....

10. How many lessons do you teach this subject per week?

.....
.....
.....

11. How long is each lesson?

.....
.....
.....

12. Do you have or are provided with teaching and learning materials.

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.....

13. Do you have the syllabus for the subject?

YES NO

b. If yes do you use it on your teaching of the subject?

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14. How often are you supervised by the school administrators?

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15. How many times have you been supervised by educational inspectors?

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16. what is the attitude of pupils towards this subject?

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17. What challenges do you face in the teaching and learning of the subject?

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18. Suggest ways of improving teaching and learning of the subject

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19. Any other comments pertaining the teaching and learning of History

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APPENDIX 2. QUESTIONNAIRE FOR PUPILS

Dear Respondent

My name is Memory Fofu. I am a final year student at Midlands State University doing Bachelor of Education Honors Degree in History. I am doing a research study entitled Teaching History out of the box: Exploring into effective teaching and learning of O level History. May you fill the following questionnaire providing the best of your knowledge. Your response will be treated in the strictest manner of confidence and shall be used for academic purposes only. To preserve anonymity and confidentiality, do not write your name or sign anywhere on this questionnaire.

INSTRUCTIONS

- Read and tick in the appropriate box

- Fill in the spaces provided

1. Sex

Male

Female

2. Age

Below 15

15yrs

16yrs

17yrs and above

3. Are you being taught History?

YES

NO

4. If yes who teaches you?

HEAD

HISTORY TEACHER

OTHER TEACHER WHO COMES AND GOES TERMLY

5. How many lessons do you do per week?

0 1 2
3 4 Sometimes above 4

6. Is History subject important to you?

AGREE STRONGLY AGREE DISAGREE
STONGLY DISAGREE

7. The history teacher always comes for lessons?

ALWAYS COME SOMETIMES COME DO NOT COME AT
ALL

8. Are you given textbooks and other materials for history subject?

YES NO YES FROM HOME

9. Have you ever gone on historical tours or field trips at your school?

YES NO

10. Tick the teaching methods used by the teacher in the lesson?

LECTURE GROUP WORK/PAIR WORK DISCUSSION AND
PRESENTATION DRAMA, POETRY, DEBATE

11. Of the above methods which one does the teacher often use?

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12. What challenges do you face in learning history?

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13. What do you think need to be done to improve teaching and learning of History?

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14. If you pass five subjects including history what do you think you will do?

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15. Do you see the importance of History after school, support your view?

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16. Do you like the subject?

YES NO

APPENDIX 3: INTERVIEW GUIDE FOR SCHOOL HEADS.

Dear Respondent

My name is Memory Fofu. I am a final year student at Midlands State University doing Bachelor of Education Honors Degree in History. I am doing a research study entitled Teaching History out of the box: Exploring into effective teaching and learning of O level History. May you fill the following questionnaire providing the best of your knowledge. Your response will be treated in the strictest manner of confidence and shall be used for academic purposes only. To preserve anonymity and confidentiality, do not write your name or sign anywhere on this questionnaire.

1. Did the school receive the policy document requiring all schools to implement the teaching and learning of History as a core subject?
2. Is the subject being taught at the school?
3. Do you have the national syllabus?
4. Do you have the school syllabus?
5. How many lessons per week each class receives and how long is each lesson
- 6a). Are the history teachers trained to teach history?
- b). If no, what qualification do they have, specify
7. Does the school have adequate teaching and learning materials for History?
8. Do the teachers prepare records for the subject?
9. Do you supervise their history lessons and how often?
10. Which methods are mostly used by these teachers to teach history?
11. Have you ever received external inspectors who supervised the subject?
12. Do the teachers attend workshops, or boost in sessions for the teaching and learning of History?
- 13a). Have you ever received comments from the community about the teaching and learning of history?

b) If yes what were the comments?

14. Suppose you have received a donation to fund any subject 's teaching and learning requirements, which subject will you choose to fund and why?

15. Of what significance is History subject to the pupils and the nation at large?

16. What challenges are you facing as a school in the implementation of effective teaching and learning of history?

17. Suggest solutions towards the implantation of effective teaching and learning of History.

18. Any other comments.

APPENDIX 4: ANALYSIS GUIDE

Syllabus

- Availability
- checking on the specification
- Compare the objectives with those in the schemes of work
- check for core topics if they are taught

Schemes of work

- check whether objectives were derived from the syllabus and met
- methods used and their effectiveness, how varied were these methods
- topics covered
- students' participation
- textbooks used are they recommended?
- instructional media does it match with the topic
- are the objectives met

Students Exercise books

- quantity and quality of notes given and detail
- standard of Tests and Exercises given
- marking of Tests and Exercises
- frequency of writing