

**IMPACT OF TEACHING METHODS ON THE ATTITUDE OF SECONDARY  
SCHOOL STUDENTS TOWARD LEARNING OF HISTORY IN MALAWI: A  
CASE STUDY OF SOME SCHOOLS IN SHIRE HIGHLAND EDUCATION  
DIVISION (SHED)**

**By**

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## CERTIFICATE OF APPROVAL

This is to certify that the thesis entitled '**The Impact of Teaching Methods on Attitudes of Secondary School Students toward Learning of History in Malawi: A Case Study of Some Schools in Shire Highland Education Division (SHED)**' is a bonafide record of independent research work done by Mac Donald James Luka (Reg. MEDTE/08/16) under our supervision and is approved for submission to Mzuzu University in partial fulfilment of requirements for the award of the Degree of Master of Education (Teacher Education).

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## DECLARATION OF ORIGINALITY OF THE STUDY

I, *MacDonald Luka*, declare that the organisation and writing of this thesis is the result of my own effort and has been carried out at Mzuzu University under supervision of Professor Kings M. Phiri. It has not been, nor is it being concurrently submitted for any other degree besides the Degree of Master of Education (Teacher Education) of Mzuzu University.

All reference material cited or incorporated has been duly acknowledged.

Candidate Signature \_\_\_\_\_ Date: \_\_\_\_\_

Mac Donald J. Luka

## **DEDICATION**

This work is dedicated to my parents: Mr. J. Luka and Mrs. E. Black Luka.

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## **ABSTRACT**

The study aims at examining the impact of teaching methods on attitudes of secondary school students toward learning of History in Shire Highlands Education Division of Malawi. Its main objective is to explore the influence of traditional and participatory methods of teaching on the attitudes of students towards learning of the subject. The study also suggests other factors that need to be considered in order to improve the interest of students in the subject.

The theoretical framework underpinning it is that of Vygotsky's social constructive learning theory which maintains that there is effective learning when students are actively involved in lesson activities. On the empirical side, data for the study, which is qualitative in nature, was gathered through semi-structured interviews, class observations and document analysis; and analysed using the thematic approach in relation to the research objectives. Two study sites and 18 research participants were selected using purposive sampling techniques.

The findings of the study show that most students have negative attitude towards studying History in secondary schools. The reason for this include the fact that student-centred methods are not commonly used in teaching the subject. On contrary, the findings of the study clearly reveal that teaching of the subject is largely dominated by traditional teaching methods, that invariably lead to boredom and negative attitude toward it. The study furthermore establishes that the choice of teaching methods is partially influenced by availability of teaching and learning resources, which are generally in short supply. The study also establishes that limited time for the subject, organisation of the syllabus and nature of the national examinations in History contribute to consistent use of traditional

methods of teaching, leading to students' poor attitude toward and loss of interest in the subject.

In the light of the above findings, a number of recommendations are suggested for improving the situation. These include: the inclusion of in-service training of teachers on new curriculum innovations, reorganising the nature and structure of the national examinations in History to highlight both mastery of the content and application of knowledge; and reducing the length of the syllabus and scope of the topics so as to match them with spaces that are provided on the timetable.



# TABLE OF CONTENTS

DECLARATION OF ORIGINALITY OF THE STUDY .....	III
DEDICATION .....	IV
ACKNOWLEDGEMENTS .....	V
ABSTRACT.....	VII
TABLE OF CONTENTS.....	IX
LIST OF APPENDICES .....	XII
LIST OF ABBREVIATIONS .....	XIII
CHAPTER 1: INTRODUCTION .....	1
1.1 Background Information .....	1
1.2 Problem Statement .....	3
1.3 Aim of the Study .....	4
1.4 Main Objective of the Study .....	4
1.4.1 Specific Objectives of the study.....	4
1.5 Significance of the Study .....	4
1.6 Definition of key Concepts .....	5
1.7 Theoretical Framework .....	5
1.8 Organisation of the Thesis .....	7
CHAPTER 2: LITERATURE REVIEW .....	9
2.1 Introduction.....	9
2.2 Attitude of students towards History .....	9
2.3 Pedagogical Approaches to Teaching of History .....	10
2.4 Resource Challenge in History Education .....	12
2.5 Summary of literature review .....	13
CHAPTER 3: METHODOLOGY .....	14
3.1 Introduction.....	14
3.2 Research Design Strategy and Framework .....	14
3.3 Sampling Procedures .....	15
3.4 Data Collection Methods and Instruments.....	16
3.4.1 The researcher as the key instrument .....	17
3.4.2 Observation .....	17
3.4.3 Interviews.....	18
3.4.4 Document Analysis .....	18

3.5 Data Collection and Analysis Procedures .....	19
3.6 Pilot Study.....	20
3.7 Trustworthiness.....	20
3.8 Ethical Declarations .....	21
3.9 Delimitations of the study .....	22
3.10 Limitations of the Study.....	23
3.11 Summary .....	23
<b>CHAPTER 4: PRESENTATION IN SUMMARY FORM OF RAW FINDINGS .....</b>	<b>24</b>
4.1 Introduction.....	24
4.2 Data presentation .....	24
4.2.1 Findings for Research Question 1: (on Effects of Attitudes) .....	25
4.2.2 Findings for Research Question 2: (on Effects of Traditional Teaching Methods) .....	30
4.2.3 Findings for Research Question 3: (on Influence of Interactive Teaching Methods) .....	37
4.2.4 Findings for Research Question 4: (on the role of other factors).....	42
4.3 Summary .....	46
<b>CHAPTER 5: DISCUSSION AND ANALYSIS OF FINDINGS.....</b>	<b>47</b>
5.1 Introduction.....	47
5.2.1 Student attitudes towards learning of History .....	47
5.2.2 Relationship between Teaching Methods and Attitudes .....	51
5.2.3 Implications of Traditional Teaching Methods on Learning of History .....	52
5.2.4 Other Factors that influence the use of Traditional Teaching Methods in History teaching .....	57
5.2.5 Influence of Participatory Teaching Methods on learning of History .....	60
5.2.6 Other factors needed to improve student interest in the subject .....	68
5.2.7 Teachers' and community perceptions of History .....	69
5.2.8 Teaching and learning resources.....	71
5.3 Summary of the findings.....	76
<b>CHAPTER 6: CONCLUSION AND RECOMMENDATIONS .....</b>	<b>77</b>
6.1 Introduction.....	77
6.2 Summary of Findings.....	77
6.3 Recommendations.....	80
<b>REFERENCES .....</b>	<b>83</b>
<b>APPENDICES .....</b>	<b>95</b>

## LIST OF TABLES

Table 1: Research participants, data collection procedures and sampling techniques...	16
Table 2: Number of History students' enrolment at school A.....	28
Table 3: Numbers of History students' enrolment at school B.....	29
Table 4: Teacher Qualifications.....	33
Table 5: Rating of Teaching Methods by students .....	38

## **LIST OF APPENDICES**

Appendix A: Interview Guide for History Teachers .....	95
Appendix B: Interview Guide for History Students .....	97
Appendix C: Interview Guide for Head teachers.....	98
Appendix D: Observation Guide for History Lesson.....	99
Appendix E: Document Review Guide.....	101
Appendix F: Permission Letters.....	102

## **LIST OF ABBREVIATIONS**

PCK: Pedagogical Content Knowledge

ZPD: Zone of Proximal Development

SHED: Shire Highland Education Division

MOE: Ministry of Education

INSERTs: In-Service Trainings

MSCE: Malawi School Certificate of Education

MIE: Malawi Institute of Education

## **CHAPTER 1: INTRODUCTION**

### **1.1 Background Information**

In History education, the teacher is the facilitator, the inspiration and also the constraint. The problem is that many secondary school students, although enthusiastic about the subject, simply do not enjoy learning History (Perrotta & Bohan, 2013; Oppong, & Quan-Baffour, 2014). Yet today, we are continually reminded of the substantial gap between the current History curriculum being taught in our schools and the historical orientation needs of the society. Arguments supporting the need for better History education in secondary schools have been based on the desire to develop in today's students the knowledge, reasoning, and problem-solving skills required for the rapidly changing multicultural society. Today, the study of History is not only about what we know, or the content, but also how we come to know it, or the process. Current research in the area of History education supports the notion that student-centred approaches to teaching the subject at the secondary school level is the preferred method to use for developing those skills that will be necessary to handle the world's future historical needs.

Traditionally, History is simply understood as the story of the past. However, the significance and scope of History education today demands that students should develop man's higher-order thinking skills through analysis of historical events. Additionally, History should widen the horizon for understanding the present and predicting the future through analysis of both hindsight and foresight knowledge. Hence the importance of teaching and learning of History cannot be over-emphasised. History in its own right is concerned with the study of man, his endeavours and growth in all aspects of human development such as the political, economic, social and cultural (Haydn, 2011). Furthermore, History offers opportunities for understanding the very

nature of society, its values and problems. It unfolds the development of the entire human race from the day man appeared on earth (Pathak 2003). Besides, any society without historical background is considered as a collection of people without identity (MIE, 2013; Pathak, 2003). However, the significance of History goes beyond providing identity to societies. It has also to do with the inculcating of morals, values and ethics in students and members of society at large and provision of a political and socio-economic base for understanding the world in which we live.

History education is so important within the secondary school curriculum that any substantial exposure to historical concepts and processes is thought to be critical to later achievement in one's career. Unfortunately, there is strong evidence to substantiate the view that within these formative years most secondary school students do not always give the History curriculum a high priority (Ndalichako & Komba, 2014; Nyamwembe, Ondigi & Kiio, 2013). And when it is addressed in the classroom, the subject is often not taught in a way that enhances and encourages students' creativity and achievement. The situation is made worse when teachers find it challenging to transform subject matter into forms that are meaningful to students while retaining the relevance and integrity of the subject (Roberts, 2011). Perhaps this is because most secondary school teachers in the classrooms today were traditionally taught while they were students in secondary schools or colleges, and are therefore not as comfortable with interactive pedagogical approaches. Despite these claims, teaching of History in this decade is bound to application of social constructive learning theories which allow students to take active roles in teaching and learning activities.

In addition, it is an unfortunate trend at a time when national curriculum reform focuses on improving History education, that History is frequently taught traditionally in secondary schools, in that teaching is accomplished primarily through lecture and textbooks rather than exploration and student-centred approaches (MIE, 2013;

Nyamwembe, Ondigi & Kiio, 2013). That invariably influences students to react negatively towards learning of the subject. Studies in Africa and beyond indicate that students' curiosity is primarily crucial to learning of a subject, and that such curiosity is likely to be undermined by poor choice of teaching methods (Khaled, 2013; Fru, 2015; Narasingappa, 2016). Because of adherence to teacher-centred methods most students regard History as a dull and boring subject. Roberts (2011) further asserts that the status of History can improve among students if teachers creatively utilise the local context and relevant teaching resources. However, this pedagogical process needs to be explored and explained in order to improve practice in classrooms and enhance attitudes of students towards learning of the subject.

The main causes of apathy need to be examined and worked on so that the subject can be given a benefiting status in the secondary school curriculum. Of late, the traditional teaching of History has been criticised due to the increased number of students who shun away from the subject as they advance towards 'O' level examinations. There is thus a need to investigate what has been going on with the view of reversing the current trend and status of the subject in secondary schools.

## **1.2 Problem Statement**

Despite the significance of History to the society and nation at large, the subject continues to lose popularity among secondary school students. There are several underlying reasons known to have contributed to this negative attitude of students towards learning History. At the same time, there is growing interest in understanding how classroom practices such as teaching methods contribute to this disinterest of students towards learning of the subject.

It was against this background that a decision was taken to explore the impact of teaching methods on attitudes of secondary school students towards learning History.



### **1.3 Aim of the Study**

This study sought to explore the reasons behind the decline of secondary school student interest in learning of History and pedagogical methods that could lead to improvement of interest in the subject in the schools concerned.

### **1.4 Main Objective of the Study**

The main objective of the study is to explore the influence of teaching methods on student attitudes towards learning of History

#### **1.4.1 Specific Objectives of the study**

This study was guided by the following objectives:

- To highlight student attitudes towards learning of History
- To examine the influence traditional methods of teaching have had on teaching and learning of the subject
- To highlight the impact which new approaches to teaching and learning of the subject could have
- And, to suggest other factors that need to be considered in order to improve student interest in the subject.

### **1.5 Significance of the Study**

The study focusses on exploring the impact of teaching methods on attitudes of secondary school students towards learning of History. Therefore, the study should have a bearing on the impact that effective teaching methods and classroom practices would have for students' interest or disinterest.

The study should also help to highlight the impact adequate training of teachers and availability of relevant resources are likely to have on students' attitudes and interests.

## **1.6 Definition of key Concepts**

### **Attitude**

Attitude refers to a mental disposition which organises and directs one's response and interest.

### **Attitudes towards History**

Attitudes towards History refers to tendency to regard History as a significant discipline worth studying as it discloses the past as the base for all modern developments in society.

### **Teaching methods**

Teaching methods are strategies which teachers use to deliver a designed batch of knowledge to a class of students.

### **Pedagogical Competences**

Pedagogical competences refer to skills and ability to use available teaching methods in order to maximise learning during the teaching and learning process.

## **1.7 Theoretical Framework**

This study is located within Vygotsky's social constructive learning theory. The theory stipulates that individuals construct their knowledge through social interactions within the range of their experiences. The theory emphasises on active engagement of students with the conceptual knowledge through strategies such as talking (not just listening), writing (not just reading), interaction with others, problem-solving and other participatory teaching and learning methods. One of the important concepts of Vygotsky's theory of learning is the Zone of Proximal Development (ZPD). According to Vygotsky, ZPD is the distance between the most difficult task a student can do alone

and the most difficult task a student can do with the help of others such as peers and experienced adults like teachers (Bartlett & Burton, 2012; Crowley, 2014). Vygotsky believes that students at the edge of learning new concepts can benefit from the interaction with their teachers or classmates. Hence, construction of knowledge is socially done. Students should be encouraged to use their experiences, beliefs, cultural values and norms learned previously from their society or acquired through interaction with their peers as prior knowledge to stage new learning socially, individually and cognitively. The assessment of teaching and learning of History according to Vygotsky's theory should not only be limited to what students are capable of doing independently but should also encompass how much students can progress with given assistances. The learning ideals enshrined in Vygotsky's theory are fundamental ideas that can guide any discipline, including History, on how the subject content can be approached and assessed in the classroom. The choice of teaching methods is central to provision of solid foundation for students to experience active learning in an enabling environment and assisting individual students to construct their historical knowledge. Therefore, the theory criticises the traditional thinking that students are empty vessels that need to be fed with knowledge or that knowledge can be banked into their heads. Hence, selection of what to teach and how to teach should centre on engaging students into proactive learning process where the students can actively and meaningfully construct their historical understanding and literacies.

The analysis of Vygotsky's learning theory has the following concepts which have crucial implications on learning;

- Prior knowledge
- Development of metacognition through interaction

- Mediated learning – instructional (content, methods and resources) and human intervention in the ZPD to enhance new learning.

The constructs outlined above are critical elements that should be manifested in every teaching and learning activity of every subject, including History. These three constructs of the theory are not only key areas for observation in this study but also a point of reference during discussion of the findings of the study.

### **1.8 Organisation of the Thesis**

The thesis is organised into six chapters. The first chapter presents the background context from which the title of thesis is borne. The rationale for the study is discussed, alongside the purpose of the study, general objective, specific objectives, significance of the study and the definition of key concepts used in the study. The chapter also discusses the theoretical framework underpinning the study.

Chapter two provides insights on different aspects of the literature on various issues that surround loss of interest in learning History among secondary school scholars. It begins with various factors that contribute to loss of interest among secondary school students and other factors that affect teaching of History in classrooms. These factors include: attitude of students toward History, pedagogical approaches to teaching of the subject, and resource challenges in teaching the subject.

Chapter three is concerned with research methodology, research strategy, sampling and selection of study sites and research participants. The chapter again provides research methods employed in this study: semi-structured interviews, class observation and document analysis. The chapter further provides the research procedures and covers issues of ethical concerns in this particular study. It also focuses on the issues of trustworthiness of the study, data analysis plan and the delimitations and limitations of the study.

Research findings in their raw form are presented in chapter four, whilst chapter five discusses and analyses research findings relative to the objectives of the study as stated in this introductory chapter. The last chapter presents a summary of the findings and conclusion, and the main recommendations of the study.

## **CHAPTER 2: LITERATURE REVIEW**

### **2.1 Introduction**

This chapter is devoted to contextualising the study in terms of relating it to the theoretical and empirical literature on the teaching and learning of History. It focuses on a survey of literature that deals with factors that affect the teaching and learning of the subject in secondary schools. These factors include; attitude of students towards History, pedagogical approaches to teaching of the subject, and resource challenges in teaching of the subject.

### **2.2 Attitude of students towards History**

Rono and Cheruiyot (2016) argued that the attitudes of students towards their subjects of study, their schools and the teaching they receive, cannot be ignored in any study of reasons why students behave as they do. They further asserted that attitude either promotes or inhibits students' behaviour or influences choices to attend, respond, value, participate or make commitment to learning activities. Were (1982) in a study on the examination of the problems relating to the teaching of History in secondary schools in Kenya, found that the majority of head teachers feel that their students are not interested in the subject. The study revealed that History is unpopular because more emphasis is currently laid on science subjects. An investigation conducted by Ruto (2011) on the challenges facing the teaching of History and Government in Kenya, established that attitudes affect choices, values, allocation of time and resources to the subject. Students either form a positive or negative attitude depending on the environment to which they have been exposed. The poorer the environment the more negative the attitude students develop and the more they lack interest in the subject.

Similarly, in a study conducted in Tanzania by Ndalichako and Komba (2014) on students' subject choice in secondary schools revealed that attitudes of students towards

any subject are affected generally by the class teacher's methods and the challenges faced in the handling and offering of the subject. In another study conducted in Swaziland in 2008 on developments in History teaching at secondary school level, Mazibuko argued that teaching methods in History greatly contributed to the negative perceptions of the subject by students.

Talin (2014), who studied teaching of History in secondary schools in Malaysia, argued that every teacher should find out the interest of students first before he teaches. She posited that even if several new methods are introduced without finding the viewpoint of the students, the teaching is unlikely to be successful. As for Nyamwembe, Ondigi, and Kiiro (2013) who studied attitudes of students toward studying History and Government in some selected secondary schools in Kenya, teachers should always avoid use of traditional methods of the subject. And similarly, Agiro (1990) in his study of the factors affecting the teaching of History in Senior Secondary Schools in Addis Ababa, indicated that there is a link between teaching methods and students' attitudes towards History.

### **2.3 Pedagogical Approaches to Teaching of History**

Studies by Kiiro (2012) in Kenya and Gamedze (2003) in Swaziland identified critical concerns about the teaching of History. The main concerns in History education included lack of interest, teacher-centred methods and lack of motivation. Facilitation of knowledge transmission requires teachers to apply appropriate teaching methods that best suit specific objectives, learning outcomes and style of learning needed by the students. In 2003, Gamedze's study of perceptions of History students and teachers about the status of school History showed that many teaching practitioners widely apply teacher-centred methods to impart knowledge to students at the expense of student-centred methods.

A study conducted by Matondo (2017) in Zomba and Machinga districts on low enrolment of students in History in Community Day Secondary Schools than Conventional Secondary Schools found that the traditional methods used by teachers in teaching History contributed to declining interest in the subject among students.

And studies by Nyamwembe, Ondigi, and Kiio (2013), Narasingappa (2016) and Talin (2014) on teaching History in Africa have consistently come to the conclusion that History lessons in secondary school History classrooms are dominated by traditional teaching methods such as lecturing, note giving, questioning and too much reliance on the textbook. These methods allow too little or no opportunity for student participation in the classroom. The 2008 study by Mazibuko of developments in History teaching at secondary school level in Swaziland found that such teaching methods have contributed greatly to the negative perceptions that learners have towards the subject. He argued that effective teaching of History is more than the transmission of knowledge, but rather it is a process where students and teachers interact in the classroom as they share ideas, reflect and engage in reasoning.

History teaching and learning should go beyond the accumulation of facts. Teaching should engage students in critical thinking and in exercising high level thinking and analytical skills that they would need in school and even in their adult life. This has implications for teaching and assessment of the subject and requires a paradigm shift from the traditional methods used in teaching the subject. (Mazibuko, 2008, p.139).

The problems arising from the way the subject is taught in such African countries as Malawi, Kenya and Swaziland clearly stem from inability to apply the insights of I. Phillips (2008), who argues in his book titled, *Teaching History: Developing a reflective secondary school teacher*, that knowledge of the subject matter should go beyond substantive History. He further argued that History teaching should not only be mastery of the basic content (substantive knowledge) but also enhance acquisition of



subject skills and competences that will make students learn on their own and manage their own life and carry it through adversities of life in a society.

Communicating an understanding of History is not just about re-creating a narrative, but developing historical argument. Historical argument itself imposes particular conventions in terms of structure and coherence. Historical argument also involves the use of evidence to substantiate an argument, (Phillips, 2008, p. 106).

Phillips asserted that for teachers to develop the reflective mind in History teaching it is important that they should develop “an understanding of how student’s perceptions of History are both a barrier and a key to developing historical understanding”, (p. 7). He argues that teaching methods should infuse feelings that can adequately influence students to contribute in an intelligent and productive way during lesson delivery. The feelings should arouse students to appreciate and internalise the subject matter and make the past alive in their minds, consequently enabling them to understand and reflect the present more intelligently and prepare them for the future (Pathak, 2003).

#### **2.4 Resource Challenge in History Education**

Effective teaching of History is influenced by a number of factors that include teaching methods and resource availability. Hoodless (2008) in his book entitled, *Teaching History in Primary Schools*, argues that teaching resources play a crucial role in reducing tension between the amount of teacher input in a lesson and the amount of opportunity for students to actively participate in the lesson. An investigation carried out by Morrow in 1986, on teaching History in Malawi’s secondary schools, found that secondary schools lack resources for effective teaching of the subject such as textbooks, relevant historical maps, relevant reference books and overhead projectors.

Narasingappa (2016) in his study of attitudes of students towards studying History and Civics in some selected secondary schools in Tumkur City in India, found that teaching of History in secondary schools is heavily criticised for the kind of teaching which is solely dependent on textbooks. He argued that effective use of a variety of teaching

resources helps students to master knowledge and skills of the subject matter better than if such resources are not employed.

In Malawi a study conducted by Bonga in 1990, on the relationship between the use of instruction media and pupils' academic achievement in History at MSCE, found that most schools were acutely short of teaching resources. He further argued that schools with adequate teaching resources that are effectively used are more likely to improve performance of their students. He further expounded that textbooks and other teaching resources are part and parcel of the History teaching process.

### **2.5 Summary of literature review**

The surveyed literature indicates that there is a great need for understanding the influence of teaching methods on students' attitude towards learning History. As shown from the above reviewed studies, the students' attitudes towards a subject in the curriculum is apparently affected by teaching methods. The teachers' teaching styles affect the students' attitudes. It could also be that the students secondarily develop attitudes due to parental influence, Government policy and other factors.

The present study focusses on exploring the impact of teaching methods on attitudes of secondary school students towards learning History in Malawi. Such a study would help to highlight implications of effective teaching methods and classroom practices for students' attitude and interest in the subject.

## **CHAPTER 3: METHODOLOGY**

### **3.1 Introduction**

This chapter presents the methodology employed in this study, with the following aforementioned aims:

- To highlight student attitudes towards learning of History;
- Examine the influence traditional methods of teaching have had on teaching and learning of the subject;
- Indicate the impact which new approaches to teaching and learning of the subject could have; and
- Suggest other factors that need to be considered in order to improve interest in the subject.

In the first section, the chapter presents a description of the research procedures for carrying out this study. These include the research design and framework, sampling procedures, data collection methods and instruments, data analysis techniques, trustworthiness of data and ethical considerations to be observed. The chapter further provides the delimitations and limitations of the study.

### **3.2 Research Design Strategy and Framework**

This research is qualitative and located within the constructivist paradigm. The term paradigm has several meanings. Hatch (2002) referred to paradigm as philosophical stances/thinking that defines the nature of inquiry along the dimensions of ontology, epistemology and methodology. A paradigm has assumptions on ontological, methodological and epistemological views which guide researchers when examining several phenomena as they strive to provide an understanding and explanation of the view in relation to the reality and truthfulness of the world. This study, therefore, seeks

to understand teachers' and students' knowledge about the impact of teaching methods on attitudes towards learning of History in secondary schools.

According to Creswell (2013), qualitative studies provide distinct methodological traditions of inquiry that explore the social and human challenges based on building a holistic picture drawn in natural setting. In addition, the context in which meaning is extracted is more convincing and appealing than statistical interpretations and replicated findings (Creswell, 2016; Denscombe, 2003; Patton 2002). However, the qualitative approach is criticised for relying on a few number of informants; as a result, the findings cannot be generalised or replicated in a larger population.

The study used the qualitative case study design. According to Creswell (2016), a research design provides a framework for data collection and analysis, and the choice of such a design depends on the priority given to various dimensions of the study. Hatch (2002) argues that case studies are a special kind of qualitative work that investigates a contextualised contemporary phenomenon within specified boundaries. As informed by Cohen et al. (2007), there are two types of case studies; single and multiple. However, this study used multiple cases because there was a need to establish whether findings in the first case can occur in other.

### **3.3 Sampling Procedures**

In line with Guba and Lincoln (2005), the study used purposive sampling to identify research participants. The sampling procedure took the following factors into consideration; the cases that would provide rich data and population that shared common characteristics which were useful to the purpose of the study. Key informants of the study included headmasters, secondary school history teachers and students. According to Kumar (2011) and Creswell (2013), purposive sampling is useful when identifying participants who can provide rich and relevant data to the study. However,

the major disadvantage of purposive sampling is that the judgement made by the researcher may be an error. Hence during pilot study, the researcher might relocate samples that were erroneous. Table 1 below provides a summary of the sample size and sampling techniques.

**Table 1: Research participants, data collection procedure and sampling techniques**

<b>Participants</b>	<b>Number</b>	<b>Data collection procedure</b>	<b>Sampling techniques</b>
<b>Headmasters or Deputies</b>	2	Interviews	Purposive
<b>History teachers</b>	4	Interviews	Purposive
<b>History students</b>	12	Interviews	Purposive

**Source:** Researcher (2017)

The research was conducted in Shire Highland Education Division (SHED), specifically in Thyolo district where two secondary schools were sampled out purposively. These schools were Thyolo Secondary School and Mpinji Community Day Secondary School. The study engaged eighteen participants. Among the eighteen participants, four were History teachers, two headmasters/deputy headmasters and twelve History students in upper secondary school classes. The sample size for each school was nine. Both teachers and students were selected purposively for interviews while class observations involved all students in History classes which the selected History teachers were teaching.

### **3.4 Data Collection Methods and Instruments**

Triangulation of the data collection methods was seriously considered for the purpose of ascertaining the authenticity and trustworthiness of the data collected. To that effect, the study employed three research methods. These included document analysis, interviews

and observation. The instruments for data collection were tried out during the pilot study to assess whether they would be able to give the intended data. The instruments that gave the wrong data were modified or so were the research questions they employed. The study used the following instruments; the researcher, interview guide, observation guide and document analysis guide.

#### **3.4.1 The researcher as the key instrument**

As suggested by Guba and Lincoln (2005) and Hatch (2002), a researcher has a critical role to play in qualitative studies. In this study the researcher developed the interview guides, observation guide and document analysis guide. During data collection exercise the researcher was engaged in planning and organising the data collection activities. This involved seeking permission from authorities at the schools, district and division levels. The researcher also sought permission from the participants with whom dates were also set for collecting data. In order to collect data from participants the researcher used various data collection tools. The tools in question included; voice recorder, note pad, pen and phone.

#### **3.4.2 Observation**

In line with suggestions by Marshall and Rossman (2011) and Denscombe (2003), this study incorporated participant observation in order to supplement data collected from interviews and document analysis. The participant observation focussed on classroom practices such as teaching methods and its effects on learning of the subject, involvement of students in lesson activities and use of students' prior knowledge. The observation guide had items such as methods used for lesson delivery and degree of students' participation in relation to the methods used, teacher's ability to engage students in the lesson, the type of learning imposed on students in relation to students' attitudes towards learning of the subject and use of students' prior knowledge in the lessons (see appendix D). The study had twelve history lesson observations from the

two secondary schools that were sampled out. Each teacher had a minimum of three lesson observations in order to increase chances of observing classroom situations and behaviour. As suggested by Denzin and Lincoln (1985) and Guba and Lincoln (2005), the study maintained naturalness of the setting or site by making sure that the researcher stayed in schools for two weeks in order to be socially invisible before the actual lesson observations started.

### **3.4.3 Interviews**

According Wallen et al. (2009), interview guides are sets of questions to be responded to orally during the dialogue with participants. As informed by Best and Khan (1993), Hatch (2002) and Denscombe (2003), the study adopted semi-structured interviews since it would allow participants (students and teachers) to express their feelings about or understanding of the research problem. The semi-structured interviews also allowed the researcher to enter into the other person's world, to understand the participants' inner perspective and the meanings they make from those perspectives regarding teaching of the subject (Guba & Lincoln, 2005). In addition, it allowed the interviewer to provide explanation for complex questions and probe where he wanted to find more (see appendices A, B and C). The interviews were audio-recorded so as to have time to maintain the conversation. During the interviews the researcher took note of key words that were used for probing and further clarification in order to maintain the flow of the discussion on pertinent issues. The researcher also maintained the eye contact with participants during the course of interviews.

### **3.4.4 Document Analysis**

Documentary review was also a useful source of data for this study. As informed by Best and Khan (1993), the study analysed documents in order to identify commonly used teaching methods and understand the performance of history students and the trend of subject choices. The documents analysed included examination papers in History,

History syllabus, schemes and records of work, and progress record sheet for both internal and external examinations. The guide contained items for assessing the syllabus, the schemes of work and examination papers in History as to whether it advocates participatory learning or not. The researcher also identified the type of learning promoted by the documents (see appendix E). The data gathered by document analysis provided evidence of how the subject is taught and learning organised in the schools. Furthermore, written documents provided permanent historical insights and were revised and reviewed repeatedly (Denscombe, 2003).

### **3.5 Data Collection and Analysis Procedures**

The researcher started by surveying the literature at the Mzuzu University's library. The researcher prepared an observation guide, document analysis guide and interview guides for the teachers, students and head teachers (Appendices A-E). The data were collected through verbal interaction (face-to-face) between the researcher and participants, class observations where pedagogical classroom practices were observed and through document analysis. In order to extract adequate information from teachers, students and head teachers, the researcher created and established a close rapport with respondents to provide the possibility for more informed research as stressed by Lincoln and Guba (2005).

The first step was to visit the Education Division Manager (EDM) of SHED to seek permission for data collection (see appendix F). Secondly, the schools were also visited to make appointments for interviews and class observations. At one school classroom teachers were ready to participate in the interview and arrange for class observations the same day that the researcher visited the school. At another school, the researcher had to agree with the head teacher as to the day and time that would be convenient for interviews, class observation and document analysis. During the interview, the researcher explained the purpose of the study so as to enable the participant to take part



based on their consent. In the course of the interviews some of the participants were articulate and expressed their inner feelings about the issues that were being investigated.

Data analysis started as soon as data collection began. Data collection stopped as soon as data was saturated. The data was analysed qualitatively. The qualitative data were obtained from the open-ended items from students' and teachers' interviews, observations, and document analysis. Data collected through interviews was checked by participants before further data analysis was carried out. The data were transcribed, coded and grouped differently depending on the study objectives and themes.

### **3.6 Pilot Study**

The observation and interview guide were tested in a pilot study. The pilot test involved giving the instruments to a small group of people, for example, 10 to 15 people of the same characteristics as the targeted sample (Watson et al., 2009). Watson et al observed that the pilot study helps to give information about the feasibility of the instruments but not the feasibility of the study as a whole. However, Bell (2005) emphasises that even if time is not adequate it is important that the research instruments be pilot tested otherwise a study without it will be challenging relative to whether the instruments will work successfully or not. In this study, the pilot study was a critical step in testing and adjusting the instruments of the study. The pilot study was carried out at a separate school but with similar characteristics to schools which the study targeted. The findings of the study were useful because they helped to modify the question items on the interview guide and items on the observation guide.

### **3.7 Trustworthiness**

Qualitative studies are generally criticised by positivist researchers due to lack of rigorous measure of validity and reliability. Lincoln and Guba (1985) identified

dependability (reliability), credibility (validity), conformability (objectivity) and transferability (generalizability) as major components that substitute validity, reliability and generalisation in qualitative study. As suggested by Lincoln and Guba (1985) and Marshall and Rossman (2011) the study observed the following in order to dispel threats to trustworthiness of data:

- Multiple methods of data collection (triangulation).
- Multiple sources of data collection (triangulation)
- A detailed explanation of how data should be collected and analysed
- Member checking to ensure data verification.

The research instruments were modified after the pilot study in order to increase the trustworthiness of the data collected.

### **3.8 Ethical Declarations**

Research is both a moral and ethical task. That means the interest of participants should not be harmed. According to Cohen et al. (2007) ethics refers to avoidance of violations of rights of people while observing a good practice and respect for human dignity. Unethical conduct may expose the research participants to detrimental harm of their lives (Denzin & Lincoln, 2000). A qualitative researcher aiming at exploring and examining human behaviour in natural settings should be conscious of moral and ethical responsibilities of his/her research participants (Guba & Lincoln, 2005). Therefore, the researcher carefully chose the practice that protected the dignity of the participants during the study. As guided by Creswell (2016) and Lincoln and Guba (1985) the study observed the following to maintain the dignity and rights of the participants:

- Anonymity for all the participants
- Ensure protection of the participants by keeping confidentiality of the research findings

- Get consent of the participants who were minors (for example, students who were less than 18 years of age)
- Negotiate consent for class observations
- Negotiate consent for interviews and document analysis

Consent from participants who were less than 18 years was obtained through the class form teachers and history teachers. In addition, participants' rights such as freedom to skip answering some questions during interviews where participants felt uncomfortable were observed. Participants were informed that participation was voluntary and that they had a right to withdraw from it anytime they felt like doing so during interviews. During data analysis, the researcher avoided siding with the participants and also avoided disclosing only positive results during interviews (Creswell, 2016). The researcher also negotiated consent with participants for class observation. In addition, the researcher collected a letter of introduction from the university which was presented to the authorities at Division and District level. Through visits the researcher communicated with the head teachers of the participating schools to introduce the study and set up appointments for data collection (see appendix F).

### **3. 9 Delimitations of the study**

This study was basically qualitative in nature and it was confined to public secondary schools in the SHED. It involved two secondary schools leaving aside many other secondary schools within the SHED. This implies that the findings of this study may not be replicated and generalised to other parts of the region and to Malawi at large. Again, the study mainly concentrated on the impact of teaching methods on attitude of secondary students toward learning History.

### **3.10 Limitations of the Study**

Data collection was conducted for six weeks, which was rather short. Furthermore, accessibility of the participants was a problem. Some of the participants had other commitments. Thus, the researcher sometimes had to visit the same office several times, and even then, some participants were in hurry to the extent that they spent a few minutes responding to the interview, which might have affected the provision of useful data for this study. Another challenge was access to documents. One of the schools had problems of keeping records; the researcher had to visit such schools several times before anything could be had.

### **3.11 Summary**

The chapter has outlined the research design employed in the study where a qualitative approach has been dominant. The chapter has also discussed the sampling of selected secondary schools and research participants. The chapter further has discussed the data collection methods and instrumentations; these include interviews, observations and documentary reviews. The trustworthiness of the data collected has been also discussed together with data collection and analysis procedures. Furthermore, the chapter has discussed the delimitations and limitations of the study. In the last part of the chapter, ethical considerations that were observed by the researcher in the field setting have also been presented.

## **CHAPTER 4: PRESENTATION IN SUMMARY FORM OF RAW FINDINGS**

### **4.1 Introduction**

In this chapter, the focus is on presentation of raw data. In particular, effort is made to present in summary form, how the people interviewed for study responded to key questions, and the observations the researcher recorded at the study sites that were covered. Data presentation is guided by key research questions in the interview guide or data gathering instrument. These are:

1. How does attitude affect teaching and learning of History?
2. How do traditional teaching methods affect teaching and learning of History?
3. What is the influence of the student-centred teaching methods on teaching and learning of History?
4. What other factors should be considered in order to improve interest in the subject?

The study involved 18 secondary school participants who included 2 head teachers, 4 History teachers and 12 history students. Besides, class observations and document analysis all the participants were interviewed. The interviews which were semi-structured were also based on some open-ended questions. Semi-structured interviews were adopted to give participants opportunity to provide their views and opinions on the impact of teaching methods on students' attitude towards learning History.

The chapter focuses on a summary of what was gathered about research participants' attitudes towards teaching and learning of History.

### **4.2 Data presentation**

All data from various sources are presented on a question-by-question basis.

#### **4.2.1 Findings for Research Question 1: (on Effects of Attitudes)**

##### **How do teaching methods influence attitude of students towards teaching and learning of History?**

This question solicited students' and teachers' knowledge of the influence of teaching methods on perceptions of students towards learning of History. The question also solicited the attitude of students towards History. Below are the range of responses that were gathered during data gathering.

Respondents were interviewed to indicate how teaching methods influence attitude of students towards learning of History. One of the respondents indicated that teaching methods have a huge bearing on students' perception of the subject. This was specifically what was commented:

... for instance, let's say as a teacher you employ the lecture method throughout without giving chance to the students to at least chip in on certain areas. Well, that's where the boredom comes in now. Students will get bored. At least these students are supposed also to be participating in the lesson. Through that they will get to know more (Teacher A).

Other student respondents added that:

.....there are some teachers who are used to reading instead of teaching. So, that kind of teaching affects attitude of students..... Sometimes when you ask questions to the teacher, you find the teacher reading from the book instead of explaining her or his understanding of the topic. That kind of teaching makes students feel that our teacher is not well equipped with historical knowledge what more with us students, but if the teacher makes it easier it is not difficult for students to know that history is easy (Student 1).

.....Teachers should know that negative attitude towards the subject mostly comes from the classroom practices.... Teachers should always be focussed on how they handle the subject and the students in their classes, otherwise negative feelings about the subject will continue adversely affecting the subject (Student 2).

However, one of the head teachers had a different view. He stated that teaching methods do not influence attitudes of students towards learning of the subject. To that effect, he opined:

I think at this school, loss of subject popularity is not something that has to do with teaching of History but what students hear from people. There are stories circulating on what History can do after school. Maybe the adverts they see put emphasis on science. The way they can utilize History after training, the job market, the training opportunities that are to do with History specifically seem to be very limited. And not many students are very interested (Headteacher A).

The respondents were also interviewed to indicate the attitude of students towards learning of History. The question also implored various responses from the respondents. The teacher respondents indicated that in general students have poor attitude towards the subject. Other respondents indicated that students develop negative attitude because the subject involves reading a lot and memorisation of facts which is challenging to most students. The following responses were drawn from some respondents:

Students view History to be one of the subjects whereby they are supposed to read very much. In addition, most of the students are not eager to be spending most of their time on books. Issues about dates, to say if I have to know dates about what happened in the past I need to study very hard. I need to memorise much. So, History requires quite a lot (Teacher A).

Another teacher respondent said:

Most students do not like History because by the time they make choices they are not sensitised on the importance of studying History. They made their choices without someone directing them on the importance of History and I think other students dislike History just because at home their parents discouraged them. Maybe they were told to say I want you to become a doctor and that student cannot take history because his/her focus will be on mathematics and other science subjects. In our society, today the emphasis is on the sciences than on History something that also makes students lack interest in humanities (Teacher B).

One of the student respondents added that:

I have seen that most of us are afraid to take History because History is a tough subject such that most of us cannot pass. Besides, we do not like History because it has more notes... (Student 3).

However, the respondents also stated that most students who studied History like the subject. One of the student participants had this to say:

I have seen that most students do not do well in science subjects but they are forced to take sciences but for me I have seen that it's better to take the subject which you understand. I take History because I understand it and it talks about real things which happened in the past. I am able to follow. I do better in History and other humanity subjects. We learn things that happen every day (Student 4).

The respondents further indicated that female students were discouraged to study History by their peers because of their gender. One of the girls indicated that she was told by her male counterparts that History is a male's domain. The following are some of the comments which were drawn on this:

My fellow students told me that I am a girl and I cannot pass well during examinations. They discouraged me to study History (Student 5).

Another female student added that:

Most girls do not have much time to study History and that's for boys because they spend the whole night studying while girls do not have chances to do that. And most of the times it comes from boys, they normally say you girls you cannot study this subject. This is for us. One boy in this school who is in form 4 challenged me that I cannot be like him. I cannot be a historian. I cannot do what he does, so most girls get annoyed with what people say (Student 6).

Teachers highlighted that attitude enhances curiosity for effective learning of the subject. They argued that:

... if the attitude of the students is poor, dull and negative to teaching, there is no effective learning because of poor and inconsistent participation of the students even if learner-centred methods are effectively used (Teacher D).

However, one of the student respondents indicated that negative attitude makes students lose curiosity to study and invariably this influences students to drop the subject. One of the students had this to say:



Students drop History because in our communities when we are relating History with other subjects, we get discouraged because most people say that History is a very difficult subject. Secondly it is because you may be given a teacher who may not be capable of teaching the subject. These two reasons make students drop History (Student 7).

Data gathered from document analysis indicated that the numbers of those registering for the subject at MSCE level have been declining as the years go by. Document analysis also showed that some students even drop the subject between form 3 and form 4 school sessions as indicated by the following tables.

**Table 2: History students' enrolment at Mpinji Community Day Secondary**

**School**

<b>Year</b>	<b>Form 3 Class Enrolment</b>	<b>Form 3 History Enrolment</b>	<b>Form 3 History Enrolment Rate</b>	<b>Form 4 Class Enrolment</b>	<b>Form 4 History Enrolment</b>	<b>Form 4 History Enrolment Rate</b>
<b>2017</b>	120	11	9.1%	116	14	9.8%
<b>2016</b>	115	16	13.9%	121	12	9.9%
<b>2015</b>	121	13	10.7%	125	14	11.2%
<b>2014</b>	125	14	11.2%	112	13	11.6%

**Source:** Compiled by the History teacher at school A based on form 3 subject register and form 4 Maneb register for examinations.

**Table 3: History students' enrolment at Thyolo Secondary School**

<b>Year</b>	<b>Form 3 Class Enrolment</b>	<b>Form 3 Enrolment</b>	<b>Form 3 History Enrolment rate</b>	<b>Form 4 Class Enrolment</b>	<b>Form 4 Enrolment</b>	<b>Form 4 History Enrolment rate</b>
<b>2017</b>	123	16	13%	136	14	10.2%
<b>2016</b>	139	19	13.7%	143	18	12.6%
<b>2015</b>	140	25	17.9%	138	23	16.6%
<b>2014</b>	138	25	18.1%	132	14	10.6%

**Source:** Compiled by the History teachers at Thyolo Secondary School based on form 3 subject register and form 4 Maneb register for examinations.

Statistics from Thyolo Secondary School in the 2014 – 2015 school session indicated that the number of students who registered for History declined by 3 from 25 to 23. In the 2015 – 2016 school session, the enrolment declined by 7 from 25 to 18 despite the increase in class enrolment. A similar trend was observed at Mpinji Community Day Secondary School in the 2016 – 2017 school session. The enrolment declined by 2 from 16 to 14. This decline among other factors was attributed to development of negative attitudes by students during the course of teaching.

#### **4.2.2 Findings for Research Question 2: (on Effects of Traditional Teaching Methods)**

##### **How do traditional teaching methods affect teaching and learning of History?**

Teachers were asked to indicate the influence of traditional methods of teaching and learning of History. The responses given read as follows:

Use of teacher-centred methods has a bearing on History as a dying subject! And I think you already observed from the lessons which I had that I used teacher-centred methods due to enormous content and limited time. In this case, we are limited to specific teaching methods, for example in most cases we use the lecture method. Yeah, it has a bearing on the delivery of the lesson since most students get bored and lose interest in the subject and ultimately the subject is considered tough (Teacher C).

Another teacher added that:

For instance, let's say as a teacher you employ the lecture method throughout without giving chance to the students to at least chip in on certain areas. Well, that's where the boredom comes in now. Students will get bored. At least these students are supposed also to be participating in the lesson. Through that they will get to know more (Teacher A).

Teachers' documents (such as schemes of work) that were analysed were found to be sketchy and mostly indicated a range of teacher-centred methods such as lecture method, note taking methods, and so on, to be used during teaching. Some schemes of work indicated decoratively student-centred methods but lesson observations discovered that these methods were not used. It was also observed that some teachers teach without schemes of work and lesson plans which probably make them start teaching without preparing adequately. Their unpreparedness was observed during lesson delivery since most of the teachers were reading from the book and made students copy notes without making the content lively and meaningful to the students. It was also noted during observations that some students were bored and lacked interest in the lessons, for example, some students were dozing, sleeping and not taking notes.

Views of History students also demonstrated that the invariable use of traditional methods has negative impact on teaching and learning of the subject. This is what student respondents had to say:

There are several teachers who know History but they face problems in teaching the subject. The way teachers handle the subject determines how much we learn and get interested in the subject. If teachers do not involve us in the subject, we are likely to forget what they have taught us but if they involve us actively in the lesson we easily remember whatever we have learned. Teachers should know that negative attitude towards the subject mostly comes from the classroom practices.... Teachers should always be focussed on how they handle the subject and the students in their classes otherwise negative feelings about the subject will continue affecting the subject (Student 2).

Other student respondents added that:

When teachers ignore our input in the lesson we feel left out as the teacher dominates the lesson. This in turn makes us feel bored, hence the negative attitude. When it is too much some drop the subject. After all, lessons which teachers dominate make us learn very little. Of course, not all teachers like using traditional methods; some teachers really inspire us and we enjoy lessons of the day (Student 8).

Some teachers teach like we are at higher level; they come with notes without explanation. We find it hard to understand, hence, poor performance which may lead to negative attitude towards the teacher and the subject. Some teachers come with notes and explain in detail and answer all questions. This makes students enjoy the subject (Student 9).

In addition, teachers highlighted that traditional methods fail to incorporate prior knowledge of students and fail to sustain interest of the students throughout the lesson.

See such comments as follows:

...it may be that students have some knowledge about the lesson. So, it is necessary for students' knowledge to be sought when teaching. Sometimes, teaching methods limit us from utilising students' experiences and make us lose the students in the lesson (Teacher B).

In most cases, when we are using traditional methods students' experience are not effectively incorporated into the lessons. The teachers' focus is on delivering the content and not letting students interact with the content. This approach restricts students' participation in the lesson (Teacher C).

It was also observed during lesson delivery that most teachers did not use students' experiences/prior knowledge during the lesson delivery. For example, some teachers failed to start the lesson by reviewing what they had learned in the previous lesson.

The study also inquired about the qualifications of the teachers who were teaching History in four classes that were observed. The study found that three of the teachers had the Bachelor of Education degree with either a major or minor in History. One of the teachers had a Masters degree in Education having majored in Teacher Education. The following table shows the qualifications of teachers and the period of service as history teachers in their profession.

**Table 4: Teacher Qualifications**

<b>School</b>	<b>Teacher</b>	<b>Qualification</b>	<b>Period for Teaching History</b>
<b>Mpinji Community Day Secondary School</b>	Teacher A	Bachelor of Education, Majoring History	6 years
	Teacher C	Bachelor of Education, Majoring Geography and Minor History	5 years
<b>Thyolo Secondary School</b>	Teacher B	Bachelor of Education, Majoring History	8 years
	Teacher C	Bachelor of Education, Majoring History and Master of Education Majoring Teacher Education	8 years

**Source:** Field Data (2017)

However, one of the respondents was of the contrary view that teaching methods do not affect interest of students in the subject. The respondent believes that History does not lose popularity because of teaching methods but rather because of what the subject is able to offer after secondary education. This is what the respondent had to say:

I think at this school, it's not something that has to do with teaching of History but what students hear from people. There are stories circulating on what History can do after school. Maybe the adverts they see put emphasis on science. The way they can utilise History after the training, the job market, the training opportunities that are to

do with History specifically seem to be limited. And not many students are very interested because of that (Head teacher A).

One of teachers specifically indicated that what History is able to offer in terms of training and job opportunities is one of the reasons for neglecting the subject.

The status of History today is an outcome of complex issues ranging from classroom practices such as teaching methods and resources, syllabus, examinations to what the subject is able to offer for training and employment (Teacher B).

The respondents also elaborated that use of traditional methods of teaching is influenced by the nature of National Examinations. Some of the respondents stated that the National Examination in History makes them teach the subject to suit the style of questions. They further said that most questions require students to regurgitate the memorised information. One of the teacher respondents indicated that:

The type of examinations set by MANEB basically promotes rote learning, more especially Paper I which questions students' ability to memorise information. Paper II does not really ask students to go into the heart of assessing application of knowledge and other practical aspects of the subject such as cause and effect and skills acquired by the students. There are few questions that may need application (Teacher D).

Document analysis of the History question papers found that the type of question-items on the examinations papers, for example, History Paper I which is a multiple-choice paper promotes rote learning and that advances memorising facts and historical information. Similarly, History Paper II requires students to recall the information which was committed to memory. One of the teachers at Thyolo Secondary School agreed with the revelation of document analysis that there are no question-items that assess history students' skills such as critical thinking and critical analysis. The teacher concerned indicated that the type of examinations set is a bad precedence in that it does not assess other skills which are imparted holistically during teaching and learning of the subject. This is what the teacher said;

.... because I was looking at some other past papers, they promote mastery of content; in other words that makes us identify teaching methods which will help students commit information to their memory effectively (Teacher D).

However, Teacher D also stressed that whether using traditional teaching methods or participatory teaching methods, students' motivation always depends on the teachers' ability to organise the subject content and notes to be given to the students.

However, observations made on Teacher D's lessons indicated that the lessons failed to sustain interest of the students, for example, students were dozing and sleeping while others were not taking notes from her lectures. When students were interviewed they narrated that most of them do not enjoy learning History because the teaching methods were monotonous.

When students were asked to narrate how they can teach History if they become history teachers most of them indicated that they want to make learning interesting and every student become an active participant of the lesson. These were some of the comments which they made:

Giving students chance to go and research for themselves will give them interest to study more. Making some trips and visiting some interesting places concerning about History; when a teacher is teaching and there is something which is debatable then we engage in debate, the teacher opens the chance to every student to give his opinion (Student 2).

Another student had this to say:

I can see that most students since Form One when they hear that we have quiz competition or debate, they hurry to attend these lessons because they enjoy expressing their minds. If I can be given an opportunity to teach History I cannot fail to take students to various places of historical significance where they can learn a lot. I do not like lessons in which teachers talk alone. The best way to learn is to exchange information between the students and the teacher.... At the end of the topic the teacher is to assess students' retention (Student 10).



In the same vein, data from class observations noted that students are in dire need of participatory learning. The observations indicated that students needed to be active during teaching and learning of the subject. In most lessons, it was observed that there was poor relationship between teachers and their students as students appeared to be unconcerned with what their teachers were doing, for example, they were dozing and were not taking notes.

In addition, teachers highlighted that the nature of the syllabus for teaching and examination work against teachers' use of participatory teaching methods. Teachers stated that the current teaching syllabus stipulates that History teaching should be student-centred while the organisation and structure of the syllabus dumps teachers into awkward situations where application of participatory teaching methods is almost impossible. Teachers further said that despite the strong emphasis on making teaching and learning student based, the content in the syllabus is too much such that teachers are forced to use teaching methods that help them cover the enormous content within the limited time available to them. On the same issue, teachers stated that the quality of textbooks is questionable; teachers think the organisation of the books also propel use of teacher-centred methods. This is what one of the teachers had to say on this:

I think I cannot say the syllabus is child-centred or teacher-centred, it's just in-between because if we are talking of child-centred it means a lot of materials must be there so that our students have practical skills on it but sometimes with the time we have on the timetable it's difficult for us to do those things. It is teacher-centred considering the way books are written you can see that pictures and illustrations are few. The way they write their books it's dull and sometimes the way teachers present their notes to our history students it's dull again because they just heap the notes (Teacher D).

#### **4.2.3 Findings for Research Question 3: (on Influence of Interactive Teaching Methods)**

##### **What is the influence of the student-centred teaching methods on teaching and learning of History?**

Both teachers and students were interviewed to give their understanding on the influence of student-centred methods on learning of History. The question solicited varied responses among the respondents. Below is the range of responses that was gathered.

The respondents who participated in this study expressed the view that participatory teaching methods make them learn better. Participants also emphasised that participatory methods stimulate curiosity about learning of the subject. One of the student respondents had this to say:

I like participatory teaching styles because they extend our minds, if a teacher gives us chance to explain certain points it gives us motivation to participate actively in the lesson. It also gives us a sense of reasoning to study on our own so that when the teacher asks you to explain to the class then you should be able to explain. It brings curiosity in students and students may be more eager to get what their fellow student is presenting than if the same thing was presented by the teacher. So, that way of presenting brings curiosity to understand what History is all about (Student 3).

Teacher respondents added that:

If you use teaching methods like debates and field trips students will like the subject. In most cases if you just concentrate on lecturing it will make students to be uninterested because they will feel that they are just listening to stories but if you change, sometimes you use debate, sometimes you use role play, sometimes you take them somewhere for a trip and sometimes you bring somebody like a resource person their motivation to learning increases. There should be variety. The students will start liking the subject because they feel that they are going to argue for something, they are going to express themselves, they are going to learn something maybe to speak, maybe to criticise their friends' points of views. When you bring variety of methods they feel involved and part of the syllabus (Teacher B).

Participatory methods per say have got some advantages. Of course, when students take part in a lesson they will get to grasp those concepts easily than if a teacher tries to put across those concepts on his or her own definitely students will not have that chance of grasping them easily. When students do some of the activities on their own they get to remember some of the issues and of course where they are participating as well they tend to have a liking. That is to say they are part and parcel of the lesson, well, this is interesting. So, that is where the interest comes in. It assists the learner to like and see that there is learning taking place within the lesson (Teacher A).

During the interviews students were asked to indicate teaching methods which make them enjoy learning of the subject, it was found that the majority of students rated the participatory teaching methods as very effective. The following table shows the summary of teaching methods rating.

**Table 5: Rating of teaching methods by students**

<b>Number of Students</b>	<b>Teaching methods</b>	<b>Rating</b>
<b>8</b>	Lecture Method	1
<b>10</b>	Discussion Method	3
<b>8</b>	Field Trip	4
<b>7</b>	Drama/Roleplaying	4
<b>8</b>	Debate Method	4
<b>4</b>	Question and Answer	2
<b>5</b>	Note Taking Method	2
<b>6</b>	Reading Aloud	1

**Key:**

**1: Least effective**

**3: Effective**

**2: Average**

**4: Very effective**

**Source:** Field Data (2017)

Additionally, one of the respondents indicated that use of participatory methods is more effective when used along knowledge of the content, the learner and the environment in which teaching and learning is taking place. This is what was commented:

The teachers are expected to know the variety of teaching methods, what is more effective and when (in what situation). They have also to know the students and the environment in which the learning is to take place. The knowledge of the content, students, and methods should all come together to give the teachers the background context of what and how they are supposed to teach in the classroom and that is what would make teaching and learning of History effective (Teacher B).

Another teacher added that:

...as a teacher, you should know that students have diverse ways of learning. Sometimes when you use only the lecture method, students find it difficult to understand. So, you have to vary your teaching methods, reinforcement strategies, and teaching resources so that it will cater for diversity in the classroom. Learners develop positive attitude when they are accommodated during teaching and learning of the subject (Teacher C).

However, other teacher respondents stated that they had reservations on the use of participatory teaching methods due to conflict that arise from expansive content and insufficient time allocated for the subject. Class observations re-affirmed presence of the challenges or reservations which teachers had, for example, most history teachers enjoyed the autonomy provided by the traditional teaching methods. One of the teachers made the following remarks:

I believe the new teaching approach maybe a good idea to involve the learners as much as possible but the main challenge is the conflict of time and content. That is the reason most teachers tend to run away from the participatory methods of teaching because they know that participatory methods in most cases tend to drag the lessons. In the end, you fail to cover the whole syllabus (Teacher C).

The participants were also asked to indicate what constitutes effective History teaching. Some teachers demonstrated knowledge and skills on how to make teaching of History effective. For example, one of the teachers narrated that when teaching about the 'Slave Trade in Malawi and Africa', he can secure resources, for instance, going to Mandala

House to borrow some ancient newspapers and other corresponding slave trade letters and use it for the lesson. He also indicated that students would be interested to learn from these sources and he can even ask them to write their own account of the slave trade based on the sources. The following are some of the narrations which teachers made on how they can make History lesson more participatory:

According to my experiences I will talk about how I teach my students. When I teach I give them chance to analyse for example when discussing about the uprising of John Chilembwe, we talk of causes and I give them chance to make judgement on whether the causes were genuine reasons to make a person start an uprising or not. So, the interactions that students make increase their curiosity to explore the topic and develop critical thinking and analysis at the same time. I have been hearing other students saying my students make noise in class debating what they have learned in History. I think that stimulates their interest and also sometimes I try that during the course I should have a trip to a museum or other place of interest. I remember sometimes back whereby we were learning about economic depression where banks were affected. So, we went to Standard Bank to hear from them lessons they got from that economic depression that also makes students to enjoy my lessons (Teacher C).

Another teacher added that:

...effective teaching of History also requires varying their assessment strategies and procedures. The questions for assessment should not only ask for recalling knowledge but also ask students to make their own judgments to what they have learned in class. Understanding content is important, but knowing how to teach is more important to ensure effective teaching of the subject (Teacher A).

Teacher respondents further stated that they fail to apply participatory teaching methods due to limited resources including time. They also pointed out that they meet the following problems when they approach their administrators:

- Most of the times school administrators complain that the school does not have funds to support them in terms of transport and other resources
- Some school administrators show negative attitude towards the subject
- Some resources are scarce and too expensive

- History teachers are not invited for refresher courses so that they gain recent pedagogical practices even when these are organised locally within the districts, school administrators fail to fund these meetings

Two of the head teacher respondents who were involved in this study gave conflicting views on provision of support and resources. The head teachers stated that they provide necessary support to all teachers including history teachers. However, one of the teacher respondents further indicated that he strived to secure a place for History on the timetable despite the fact that History has time allocation of 3 periods per week. This is what the teacher said:

On the part of timetabling now it comes out as a big problem, History is not given a priority on the time table. You have got to struggle for it to be fitted on the timetable (Teacher A).

When asked to comment on how to improve students' perception towards learning of History, teacher participants emphasised that they know useful skills that can help to improve the situation but the rest depends on use of appropriate teaching methods. This is what they said:

So, the teacher has a big role to play to make sure students enjoy the lessons. First of all, they should make sure that students are involved in the lessons. Students should be involved and be part and parcel of the lesson by bringing different methodologies and also the teacher should involve the community when teaching local History, for instance, when teaching about the History of the Chewa, they can even call a Chewa chief as a resource person or visit a certain Chewa chief and even the parents should be involved. And in schools that are not boarding, teachers should also give students assignments that will make them practically involved and even involve their parents at home (Teacher B).

#### **4.2.4 Findings for Research Question 4: (on the role of other factors)**

##### **What other factors should be considered in order to improve interest in the subject?**

Teachers were asked to highlight other factors that can improve interest of students in the subject. Teachers stated a number of factors such as teaching and learning resources and time. They also indicated that teaching resources are not adequate. The following are some of the responses which teachers provided:

The teacher is supposed to bring materials to the class remembering that History is about stories and students can create different pictures about what you are saying for example when you talk about John Chilembwe students will start thinking that maybe he was a short person or others will think that he was a fat person. So, you should bring materials, maps should be there, provide short notes because we have books which are very detailed so students start getting terrified to read the whole book, explain them and also sometimes you should have a field trip taking students to different places of historical interest. So that they should see and also resource persons for example when we are talking about Islam you can invite a sheik so that students see that what they are learning is not just a story, so that they see that even other people know something about that.

The parents should also be involved but also the teacher should bring many materials to the classroom; maps should be there; different materials should be mobilised; teachers should be resourceful in other words (Teacher B).

Another teacher added that:

The other issue which I can talk much on is this issue of teaching aids. The aids are very important in History. Maps are supposed to be there. A teacher can photocopy maps. You can show students places where an event took place and on the part of the students it can help them to grab the content. This is what I can say on how History can be delivered (Teacher A).

In the same vein, it was observed that most lessons were taught without adequate teaching resources and without resources. When teachers were interrogated on teaching without resources most of them indicated that the school management fails to support them with teaching resources. Other teachers indicated that they do not have adequate time to make or look for teaching resources such as models as they are engaged with

making short notes for their classes. Data gathered from document analysis also indicated that some teachers were not indicating the teaching and learning resources in their schemes of work although the syllabus is very suggestive and some resources were locally available. Teachers also indicated that History is the most under-resourced subject, for example, it was observed that school libraries had few copies of different History books. Teachers lamented that most of the key books indicated in the syllabus were not available at their schools. Teachers further stated that scarcity of books make them become stranded when they are planning teaching and learning of the subject. This tendency leaves teachers without a choice in using teaching strategies that do not need resources or use less resources.

In addition, participants indicated that the subject is given too little time on the timetable that does not tally with enormous content of the subject. The participants further stated that lack of time leaves them in dilemma, and are therefore forced to use teaching methods that would help them to cover the syllabus within the given time. Teachers ended up using teacher-centred methods. Teachers suggested that the subject can be improved by either increasing the number of periods per week or reducing the workload so that it becomes more manageable. The following were some of the comments that were made on this:

Time factor is important because History differs to mathematics, you can let students solve problems on their own. In History, you need to explain you can tell students about books to read but at end of the day you will need to explain. So, you see that History has 3 periods per week of 40 minutes which is 2 hours per week. Think about two hours per week and many topics to cover at senior level in form 3 and form 4. You divide those topics by 2 hours; you will find that in a term you have 10 hours or so per topic, some of these hours are taken away by holidays and other disturbances. Time factor plays a big role (Teacher B).

This is what other teachers added:



I believe the new teaching approaches maybe a good idea to involve the learners as much as possible but the main challenge is what I have already said looking at content versus time. That's why most of the teachers tend to run away from the participatory methods of teaching because they know that participatory methods in most cases tend to drag the lessons in the end you fail to cover the whole syllabus but they are good only that you need to have more time in most cases we conduct study circles whereby during study circles we involve the learners much; they are given work in groups to do (Teacher C).

.... If the content was reduced or time was increased the situation would have improved. However, the trend is reverse, the content is constantly increasing while time is not, for instance, in the junior section, the new curriculum has added more topics such as Chinese civilisation and Aztec empire while time allocation has not been considered (Teacher A).

One of the student participants indicated that secondary school entrants are informed while at primary school that History is tough subject. The participant further stated that the wrong perception developed by students at their tender ages of primary schooling influence secondary school entrants on the subject choices they make. This is what was narrated by the respondent:

When I was at primary school three years ago I was advised by friends who were at secondary school by then that when I go to secondary school I have to leave out History because it is tough and boring. In addition, one of the teachers who was friendly to me also advised me to drop History when I go to secondary school because she said it will make my secondary school life tough (Student 10).

Additionally, the head teacher participant of Thyolo secondary school added that History loses popularity among secondary school students due to limited training and employment opportunities. The participant further stated that the stories that circulate about History work against attracting students to study the subject. This was what was commented:

I think at this school, loss of subject popularity it's not something that has to do with teaching of History but what they hear from people. There are stories circulating on what History can do for them after school. Maybe the adverts they see put emphasis on science. The way they can utilize History after the training, the job market, the training

opportunities that have to do with History specifically seem to be very limited. And not many students are very interested (Head teacher A).

Data gathered also disclosed that the attitude of some teachers also contributed to worsening the situation of the subject. It was known that some of the teachers think that participatory methods cannot help to improve History teaching in secondary schools since the subject is conventionally made to be taught traditionally. This is what one of the teachers commented:

In a classroom, what I do is I try as much as possible to give practical examples which are related to History because to me, I feel group discussion, debate, role-play, question-and-answer and activities stimulate the interest of our students but according to me we do those things to apply some theories which we learned back in our colleges but when you try to look critically they do not really stimulate interest. You can use some other ways that stimulate students to like History for example, the way you present the content, the class should not be bored in other words, you as a teacher you should not be dull as you are presenting the content, you should not confuse students, just give them clear sentences and clear notes. That's what I do. I use teaching and learning materials, of course for the sake of using (Teacher D).

However, lesson observations made on the above quoted teacher indicated that lessons were dismal, for example, students were dozing, sleeping and some were not taking notes. It was observed that her approach was purely traditional and teacher-centred. When students who were taught using the approach were interviewed, they narrated that they are not motivated during teaching and learning of the subject. This is what one of the students had to say:

There are several teachers who know History but they face problems in teaching the subject. There are some teachers who are used to read but not teach. So, that kind of teaching affects attitude of students. Just to read in front of the class, you need to read before and during lesson you explain so that you show mastery of the content. Sometimes when you ask questions to the teacher, you find the teacher reading from the book instead of explaining her or his understanding of the topic. That kind of teaching makes students feel that our teacher is not well equipped with historical knowledge so what more with us students, but if the teacher makes it easier, it is not difficult for students to know that History is easy (Student 1).

Data gathered through interviews disclosed that even at secondary school, teachers impose their attitude on students. One of the teachers was known for imposing his negative attitude on students to withdraw from the subject as attested by the following comment:

..... And well the other challenge is that some of the teachers do not encourage their students to study History because I had a case whereby one of my best students, a girl, who is under bursary, dropped the subject. So, the teacher responsible for the girl, on the part of her bursary, was trying to interview the girl about subjects she was taking. When the girl was recounting the subjects, she mentioned History and the teacher told the girl to remove History from her list of subjects. So, we have teachers of course who normally discourage students to study History for their own reasons (Teacher A).

### **4.3 Summary**

This chapter has presented the findings of this study based on the data that was collected through interviews, classroom observation and document analysis. The data reflects the views of key participants; the students, teachers and head teachers. The findings illustrated that students' lack of interest in study History is a complex phenomenon but teaching methods contribute a great deal to make students neglect the subject.

In this study it was found that, to a large extent, students' attitude towards learning History is affected negatively largely by traditional teaching methods. Furthermore, the findings indicated that most history teachers were prone to use of traditional methods of teaching during lesson delivery due to insufficient time, lack of support from school administrators and lack of teaching resources. The study further revealed that traditional teaching methods have retrogressive impact on students and the development of curiosity for the study of History. The study also found that students learn better when they are actively involved in teaching and learning activities. It was further revealed that varied teaching methods enhances attitude of the students and loss of interest in the subject.

## **CHAPTER 5: DISCUSSION AND ANALYSIS OF FINDINGS**

### **5.1 Introduction**

This chapter focuses on the discussion and analysis of the research findings relative to the objectives of the study and in the context of schools of thought that previous writers have established about the decline of student interest in the learning of History. The discussion of findings is amplified with reference to the objective conditions surrounding the teaching of History in the schools that were surveyed as well as in Malawian schools in general, as well as comparatively in relation to what authorities have observed about secondary school History education elsewhere in Africa. Themes that emerged from the findings are also highlighted.

The following are the objectives of the study to which the discussion and analysis of the findings is being pegged:

- To highlight student attitudes towards learning of History
- To examine the influence traditional methods of teaching have on teaching and learning of the subject
- To highlight the impact which new approaches to teaching and learning of the subject have
- And, to suggest other factors that need to be considered in order to improve student interest in the subject

#### **5.2.1 Student attitudes towards learning of History**

The first objective of this study sought to explore students' attitudes towards learning of History. It was found that most students had negative attitude towards studying History. Participants in the study indicated that students drop the subject at MSCE level due to lack of interest. This was evident since teachers and students who were interviewed narrated that most students do not opt for History as they approach MSCE examinations

or simply withdraw from the subject during their senior years in secondary school. For example, at Mpinji Community Day Secondary School, some students indicated that the subject can take them nowhere since it is concerned with the dead past. The students further opined that the subject involves a lot of reading and very few practical skills. Similarly, at Thyolo Secondary School, the attitude of students towards the subject was poor. Students who were surveyed for this study indicated that the subject is tough because it involves covering a lot of content. Most students at Thyolo Secondary School also narrated that they do not like subjects that involve a lot of reading. They also indicated that the subject offers less training and employment opportunities than science subjects. It was also established that other students do not opt for the subject because they lack guidance at the time of making subject choices. For example, they make their choices with a pre-conceived idea of what they would like to do in future, while others are influenced by their parents or peers on what subjects to study. General attitudes also contribute to poor conception of the subject because it was noted that when students get such grades in History they are not celebrated as they are when they get good grades in science subjects. This attitude signifies to students that the subject is not as important and respected as other subjects that might be on offering.

These study findings concur with those of Langwe (2004) who studied the attitude of university students towards History at Mzuzu University. In his study, he found that students' subject choices are influenced by their attitude. He claimed that most students with negative attitude towards History end up opting for other subjects. Such findings are also similar to those of Nyamwembe, Ondigi and Kiiro (2013) who studied attitudes of students towards the subject of History and Government in Kenya. They found that most students had negative attitude towards studying the subject in question. In a similar study also in Kenya, Narasingappa (2016) found that the use and variation of

participatory teaching methods was crucial for enhancing students' positive attitude towards the subject.

The findings of this study also established that despite general low student enrolment for the subject, girls' enrolment was worse. For example, in all the classes where observation was conducted the number of girls in each class was extremely low being less than five in most cases. For example, at Mpinji Community Day Secondary School in 2017 there were only three girls out of 11 students who were studying History in form three and two girls in form four out of 14 students. Similarly, at Thyolo in 2017, there were only three girls in form three out of 16 History students and one girl in form four out of 14 History students. In 2014 at Thyolo only 14.8% of girls studied History compared to 9.4% of boys. In 2015, 13.6 % of the girls enrolled for History in form four at Thyolo compared to 11.1% of boys. Although these enrolment rates for girls appeared to be higher than those of boys the number of girls in History classes was less than those of boys. This was so because generally classes registered less girls than boys. It was known that female students were being influenced by their male counterparts to withdraw from the subject. Another reason for the withdrawal in question being that girls felt that the subject is for men. Girls opined that they were mocked by male counterparts that History is a subject for boys and not girls. Girls also felt that the nature of the subject favours boys because boys can spend sleepless nights reading for comprehensive mastery of content.

The study findings concur with those of Chiromo (2015) who studied the apathy toward History education among girls at HHI Secondary School and Our Lady of Wisdom Secondary School in Blantyre. In her study, she found that the number of girls studying the subject was declining as years go by. She concluded that this was due to lack of effective and dedicated teachers. According to Chiromo another reason for the decline of student interest in the subject was that most girls regarded History as a masculine

domain. Similarly, Mwandumba (2003) and Kawelele (2003) who studied History unpopularity in senior secondary school at Viphya Private Secondary School and secondary schools in Mzimba district respectively found that the subject is not opted for by most students and especially girls. This conclusion is also similar to what Nasibi (2015) found in her critical appraisal of History taught in Secondary Schools in Kenya. In the study in question it was found that the subject content failed to give students a balanced view of male and female roles in past developments. She therefore asserted that History is a masculine subject since most of the stories are male-centred.

The findings of this study further revealed that attitudes influence curiosity for study of any subject. Both teachers and students narrated that when students are attentive the motive for learning the subject increases. Those interviewed at Thyolo Secondary School indicated that students with positive attitudes toward the subject learn better while those with poor attitudes have low interest in learning the subject. At Mpinji Community Day Secondary School, it was observed that lessons whose introduction were lively increased curiosity of the students for learning while lessons which were poorly introduced were characterised by student passivity and poor participation. It can therefore be concluded that when students' attention is low, students lose interest in the subject.

There are many studies which have reached similar conclusions. For example, Nambala (2005) established that most students in Malawian senior secondary schools drop History because of negative attitudes. Nambala argued that students with negative attitude run short of motivation to attend lessons attentively resulting in poor participation and performance. This is corroborated by Agiro (1990) who studied the situation of History in Kenyan schools and established that poor attitudes of the students negatively affected teaching of the subject, in that 58.1% of the students considered History as a dull subject and that the subject is unpopular compared to science subjects

which registered a higher popularity rating. From these findings, it can be argued that attitude influences students' preferences, values and choices relative to what is studied at school.

### **5.2.2 Relationship between Teaching Methods and Attitudes**

The majority of teachers surveyed for this study opined that teaching methods influence attitude of students towards learning of History. The participants indicated that traditional teaching methods make students bored and lose interest in the subject. The participants further narrated that consequences of poor choice of teaching methods are reflected in students' perception of the subject. It was also noted that teaching methods affect attitude of the students either positively or negatively. It was also observed that when teachers use participatory teaching methods students enjoy lessons. For example, at Thyolo Secondary School it was observed that students were active when involved in debates and discussions. Students were critical and analytical when arguing their case during the debates or making contributions during topic discussions. On the contrary lessons that were taught traditionally stimulated negative attitudes towards the subject since students were confined to listening to the lectures. For example, at Mpinji Community Day Secondary School students complained that they did not enjoy lessons that were traditionally taught. However, it was also established that teaching methods were not the sole factor accounting for the decline of student interest in the subject. Teachers identified many other factors such as lack of resources, lack of training opportunities and employment relevant to the subject, and lack of motivation talks on the subject.

Sibande (2014) who studied unpopularity of History in Mzuzu City secondary schools found that traditional teaching strategies contributed largely to the decline of student interest in the subject. Chirombo (2013) and Kawelele (2003) reached the same conclusion that teacher-centred methods adversely influence attitudes of the students in



classrooms. In a similar study on students' attitudes towards History in the United Kingdom, Andrews, McGlynn, and Mycock (2010) found that students' attitudes towards History are likely to be only partially shaped by how the subject is taught in school. In the study in question, teachers and students narrated that there is a connection between teaching methods and attitudes of the students. The participants in the study further asserted that if teaching of the subject is monotonous students are likely to dislike the subject and in extreme cases to withdraw from it. These results consolidate the finding of Koutrouba (2012) that building a rich teacher-student interaction and ensuring productive classroom practices contribute to effective teaching and learning of school subjects. Furthermore, Faust and Paulson (1998) and Goslin (2003) also noted that the majority of students develop negative attitudes towards History due to the styles which teachers use to present the subject. And Köse (2017) who studied the role of high school History teachers on university students' attitudes toward History classes in Turkey found that the methods that a teacher uses during the course and the teacher's personality directly influence students to either like or dislike History lessons.

### **5.2.3 Implications of Traditional Teaching Methods on Learning of History**

The second objective of this study was to examine the influence of traditional teaching methods on teaching and learning of History. In this study, it was found that teaching of History in Malawi was generally dominated by traditional teaching methods. For example, at Thyolo Secondary School five out of seven lessons observed were taught using traditional teaching methods. While at Mpinji Community Day Secondary School, five out of six lessons were taught using traditional teaching methods. The most used teacher-centred methods included: lecture methods, reading aloud and presentation of notes. It was observed that teachers were loading a lot of information to be covered within a single lesson. Most teachers were reading through their summarised notes and that was accompanied by explanation of what the teacher felt needed clarification. Other

teachers were found explaining the concepts of their lessons and sparsely using question and answer, usually at the beginning and end of the lesson. Another form of lesson observed was that of writing notes and before students copied the notes the teacher was reading aloud and explaining difficult words in the write up. When students rated the teaching methods, they identified most of the traditional methods such as lecture method, reading aloud and presenting notes as the least effective methods for teaching and learning of the subject (see table 5). The reasons given for the use of traditional methods of teaching included lack of resources and inadequate skills and knowledge to innovate the old teaching practices. The other reason for the use of traditional methods was the concern to cover the syllabus in a timely manner.

Chawezi (2004) who studied factors that influence unpopularity of History among girls in secondary schools in Mzimba district found that traditional methods such as lecture and reading aloud adversely influence learning of the subject among girls. And Goru (2003) who studied factors influencing choice of History at Zingwangwa Secondary School in Blantyre City reached similar conclusions that teaching methods such as lecture and reading aloud invariably influence students to consider the subject boring and in extreme cases to withdraw from it. Similarly, Andsen (2014) in her study of effectiveness of History teaching methods in Lilongwe similarly arrived at the view that the teaching of the subject in secondary schools was largely dominated by teacher-centred methods such as lecture and presentation of notes. And Matondo (2017) who studied low enrolment of students in History in Machinga and Zomba districts also found that teaching methods have a great impact on teaching and learning of the subject. She argued that teaching methods can enhance attitudes and enrolment of students for the subject. She concluded that poorly selected methods and repetitive use of both traditional and participatory methods of teaching are detrimental to the learning of the subject.

These findings on the state of History teaching in Malawi corroborates the findings of Dundar and Rapoport (2014) who studied attitude of students towards social studies, maths and sciences in Turkey and asserted that attitudes are important indicators of the state of education as well as significant predictor of students' future choices. They further argued that negative attitude limits students' participation and thinking during teaching and learning of any subject.

Similarly, a study carried out by Ndalichako and Komba on students' subject choice in secondary schools in Tanzania in 2014, found that classroom practices can derail the curiosity of the students to study the subject. And in Malawi such poor classroom practices in History adversely affected enrolment for the subject. For example, statistics from the surveyed schools revealed that students dropped the subject within the school session. As indicated earlier on at Thyolo Secondary School the subject enrolment for MSCE examinations dropped from 11.2% to 9.9% during the 2015 – 2016 school session. The trend has been worsening as years go by. For example, during the 2015 – 2016 school session, six students in form three and five students in form four withdrew from the subject at Thyolo secondary school. Similarly, in the 2016 – 2017 school session, three students in form three and four students in form four withdrew. However, at Mpinji Community Day Secondary School, the 2014 – 2015 enrolment for the subject in form four rose by one student from 13 to 14. In the 2015 – 2016 school session, the enrolment declined by two from 14 to 12. Although the subject enrolment at Thyolo and Mpinji schools show variations, generally the enrolment rate for the subject for both schools has been declining. For example, at Mpinji for the past four years, the enrolment rate for form four History students was as follows; 11.6% in 2014; 11.2% in 2015; 9.9% in 2016 and 9.8% in 2017. Similarly, at Thyolo for the past four years the enrolment has been declining. For example, the enrolment for form four History students was as follows; 10.6% in 2014, 16.6% in 2015, 12.6% in 2016 and 10.2% in

2017. This trend is in marked contrast to what obtains at Junior Secondary School level. Almost all students at junior secondary school level study History. It is only at the senior secondary school level that problems become glaringly apparent. This decline of interest in the subject, according to the teachers and students who participated in this study, is associated with negative attitudes and poor pedagogical classroom practices such as traditional teaching methods and lack of adequate instructional resources for the subject. The other reason given by the participants for the subject's low rating was that the subject is not among the core subjects for secondary education.

A study carried out by Matondo (2017) found that the enrolment in community day secondary schools was lower than in conventional secondary schools. However, this was contrary to the findings of the study as there was no significant difference between the enrolment of the two schools that were surveyed for this study. The enrolment at Mpinji Community Day Secondary School and Thyolo Secondary School was not significantly different.

It has been demonstrated by Phillips (2008) that History teachers play a role in influencing their students to develop positive attitudes towards the subject. It is indeed generally known that teachers have an influence on how the subject is taught, as they exercise an indirect but powerful influence on their subjects and on the attitude and achievement of students (Barton & Levstick, 2014; Phillips, 2008). Virta (2002) for one observed that History teachers with a powerful pedagogical content prefer many alternative teaching methods to the traditional model of teaching in order to stimulate the cognitive and emotional development, whereas the inexperienced or the ones with insufficient pedagogical content knowledge track the textbooks and perceive the lowest level in cognitive domain as the ultimate objectives of History teaching. In this view, there is a need for the subject teachers to have mastery of their subject areas, as one cannot develop positive attitude and potential skills of students in the subject area if

she/he is incompetent. On this Fru (2015) argued that pedagogical incompetence is far worse than students' loss of interest in the subject. And Nasibi (2015) concurs with Fru that incompetence of teachers is more likely to induce adverse attitudes among students toward the subject.

In this study, it was observed that traditional methods of teaching make students lose interest in the lessons and lead to boredom. Participants elaborated that traditional methods of teaching worsen the status of the subject. This perception came about due to the participants' experiences and observations. In some cases, traditional methods of teaching caused students to withdraw from the subject within the school sessions and even after students had already registered for MSCE examinations (See tables 2 and 3 above). This was due to the fact that teaching of the subject was dominated by lecture method and was also textbook bound. For example, at Mpinji Community Day Secondary School, most of the lessons that were observed were textbook bound. The kind of teaching that was where teachers read from the textbook while students merely listened and copied notes. This style of teaching also manifested itself at Thyolo Secondary School. With this nature of lessons some students were found dozing or even sleeping and their interest to study was low. This could possibly be as a result of the fact that most History teachers are not exposed to, or trained in the pedagogies of handling the subject effectively.

The study findings also revealed that some teachers also failed to understand their students psychologically and were stranded on how they can approach specific areas of the syllabus to suit students' diverse learning needs. Such teachers were observed seeking refuge in the use of traditional teaching methods. They were not open to student participation in the lessons. And although some students questioned their teachers' ability to handle the subject, the study found that all History teachers who were involved in this study were academically adequately qualified. All teachers possessed

the Bachelor of Education degree with either a major or a minor in History. According to Ministry of Education in Malawi these teachers were qualified to teach the subject. Besides, the teachers who were surveyed for this study had experience of teaching the subject for not less than 5 years. However, the study found that the teachers in question were pedagogically challenged. In addition, what was specifically observed lacking was mastery of PCK and its application in the classroom situation. This situation can be a result of the fact that these teachers were not trained using participatory teaching strategies and lacked orientation on the use of these new teaching strategies.

Indeed, studies of the situation in other countries have revealed that teachers' academic and professional qualifications are crucial for effective teaching given subjects if accompanied by adequate motivation. For example, Orina (2001) found out most Geography teachers in Kisii Central district in Kenya were academically and professionally qualified, but this had very little influence on the teachers' selection and use of instructional technologies and methodologies.

#### **5.2.4 Other Factors that influence the use of Traditional Teaching Methods in**

##### **History teaching**

The study found that the nature of the national examinations to prepare for influences how the subject is approached in the classroom. Teachers revealed that national examinations in History make them teach the subject to suit the style of examination questioning. Most of the questions in the examinations in question require students to regurgitate the memorised information. Teachers identified teaching methods which promote rote learning in order to help students pass the national examinations. Both at Mpinji Community Day Secondary School and Thyolo Secondary School, teachers who were surveyed for the study opined that national examinations in History promote mastery of content. Teachers cited that History Paper I contain questions that basically assess students' ability to memorise information. Similarly, teachers found that History

Paper II does not really require students to apply knowledge and other practical skills. The questions that ask students to assess and evaluate are few. It was also established that effective teaching of History requires variation of assessment strategies and procedures. The questions for assessment should not only ask for recall of knowledge but also ask students to make their own judgments of what they have learned in class. Understanding content is important, but knowing how to teach is more important to ensure effective learning of the subject. Clearly teachers who were surveyed for this study had knowledge of the subject matter but lacked pedagogical competence. According to the Secondary School Curriculum and Assessment Reform by MOE (2013), examinations is part of the teaching and learning process which should be informed by and should respond to the style and forms of teaching and learning for the subject. This is contrary to what was observed in this study. It was examination informing how the subject was taught in the schools that was evident. The teaching and learning that was observed in the two schools was generally examination oriented and teacher-centred.

Wineburg (1999) observed that the type of History assessment is not good enough and does not focus on developing historical literacies among students. It instead promotes information acquisition, and as such students walk out of school without enough skills required in the world of work. The findings to this effect concur with those of Nasibi (2015) who found that the nature of assessment in teaching and learning of History was another factor contributing to poor performance in the subject among students. Nasibi contended that the examination practices focus on developing the cognitive domain at the expense of social related and affective domains. She asserted that most assessments basically ask students to describe, explain, discuss and even recall events but give little attention to analysis and application. The findings of the study to this effect are also in

line with what was captured in Talin (2013) who found that in Malaysia the nature of examination is the reason why History is seen as boring.

The study also discovered that most teachers were not preparing effectively as some had sketchy schemes of work or were teaching without schemes of work and lesson plans. Both at Mpinji and Thyolo it was not easy to have access to the records of work for the subject. Most teachers who were involved in this study were teaching without administrative records for their subject. The reason cited for their sketchy planning was lack of time. Due to lack of preparation the teachers concerned ended up opting for teaching methods that do not need much time for preparation. For example, most teachers surveyed for this study were observed seeking refuge in reading aloud or in the lecture method. It was also observed that due to lack of preparation most lessons were taught without adequate teaching and learning resources.

It was further found that the nature of the syllabus also worked against teachers' use of participatory teaching methods. Teachers indicated that the current teaching syllabus stipulates that History teaching should be student-centred while the structure of the syllabus dumps teachers into awkward situations where application of participatory teaching methods is almost impossible. The participants also indicated that despite the strong emphasis on making teaching and learning student based, the syllabus content is enormous such that teachers are forced to use teaching methods that help them cover the content within the limited time available to them. Furthermore, it was known that limited spaces for History on the timetable invariably influences teachers to use teacher-centred teaching methods in order to cover the syllabus in time for national examination schedules.

The need to give the subject adequate spaces on the timetable was glaringly evident, as teachers would not be tempted to rush through the enormous syllabus content to be



covered. This would also be one way of accommodating the argument by Barton and Levstik (2004), Philips (2008) and Haydn (2011) who maintain that today's students enjoy teaching and learning as a social activity which is organised as fun and participatory throughout. As further informed by constructs of Vygotsky's social learning theory, mediation of learning should consider modifying content, instruction and teaching methods in order to help students effectively construct their own knowledge. The finding of this study was that the teaching of History that was observed clearly negates the learning constructs of Vygotsky theory. Teaching methods and instructions were not modified to help students socially acquire knowledge. Use of traditional teaching methods by History teachers deprived students the opportunity to get involved actively in different learning activities. In this study, it was also observed that the use of students' prior knowledge during teaching and learning of the subject was minimal, leading to poor participation of the students. Students were made to listen passively to the History lectures. This means that students were indoctrinated with historical knowledge, while the monotonous traditional methods of teaching left a gap in teaching and learning of the subject.

#### **5.2.5 Influence of Participatory Teaching Methods on learning of History**

The third objective of this study sought to highlight the impact of participatory teaching methods on the teaching and learning of History. The study found that student-centred methods were not commonly used by the History teachers that were surveyed. However, this was against the fact that students learn better through participatory methods. For example, at Thyolo Secondary School, only two out of seven lessons observed were taught using participatory methods; the teacher used debate, question and answer, think-pair-share and discussion methods. Students were interested and actively participated in the debate and other participatory methods. They enjoyed arguing and discussing issues. While at Mpinji Community Day Secondary School, only one out of

the six observed lessons was on participatory. The participatory lesson generated a lot of interest in the learners and the teachers' use of participatory methods brought variety to the learning process. Students added that participatory activities help them to learn better and develop critical thinking, for example, when debating issues their reasoning is enhanced. However, it was also known that that excessive use of the same participatory teaching method lessens their enjoyment of the subject due to lack of variety. Teachers at both Thyolo and Mpinji schools also lamented that when participatory methods are not varied they also bring monotony to the subject and the methods become less effective. Furthermore, it was known that variation of participatory teaching methods stimulate curiosity to learning of the subject. Students rated discussion method, drama, debate and field trip as the most effective methods of teaching the subject. They also added that effective History teaching involves use of other stakeholders such as parents, traditional leaders and the entire community. Teachers who were interviewed indicated that teaching of local History is more likely to require the use of resource persons and places of historical significance. The teacher – learner relationship was also identified as an important factor that enhances students' attitudes towards the subject and effective communication during teaching and learning. However, at Mpinji Community Day Secondary School, some students lamented that teacher – learner relationship was poor. It was established that if teachers were to be effective, they are expected to know the variety of teaching methods, which methods are most effective and when (in what situation) and consider how to communicate effectively. Teachers added that knowledge of the students' learning needs and the environment in which learning is to take place give teachers background context of what are supposed to do to make learning of the subject effective in the classroom. What was observed at schools that were surveyed was that not all History teachers who were involved in this study had knowledge of the students' learning needs and the

environmental changes needed to be induced in order to improve learning of the subject. For example, most teachers at Thyolo and Mpinji lacked variation of the methods. This most likely limited the opportunity for effective learning for their students. Some teachers did not realise that their schools were located close to historical sites in Blantyre and Chiradzulo which could have been used to teach local History.

Goru (2003) found that teaching methods influence how students learn the subject. He asserted that participatory teaching methods motivate students to participate actively during the learning process and hence improved performance of students in the subject. And so, did Andsen (2014) who found that the use of learner-centred methods influenced and enhanced the performance of students. For example, she found that at Bambino Private School the performance of History students was better than at Lilongwe Girls Secondary School because learner-centred methods were engaged. These findings also concur with those of Nyamwembe et al. (2013) who studied attitudes of students towards History and Government in Kenya. They found that participatory learning improves students' participation and performance.

This study also found that participatory teaching methods increase retention of the subject matter. Teachers admitted that their students master the subject content with ease when they have been exposed to student-centred activities. Students opined that they can remember what they have learned and understand concepts of the subject easily because learner-centred activities engaged their cognitive and affective domains effectively during the learning process. At Thyolo Secondary School, some students admitted that the critical arguments they make and reasoning they develop during interactive learning activities remain with them for long time. Indeed, teachers made similar observations that students are more likely to remember for long time things which they have been part of than information which they have acquired passively.

The findings of this study also concur with those of Perrotta and Bohan (2013) who studied student engagement in History. In their study, they found that active learning strategies such as group discussions, debates and role playing enhance students' engagement and increase the retention of the subject matter. Perrotta and Bohan argued that active learning strategies enhance effective learning of the subject matter. In his study, Goslin (2003) for one emphasised that engagement is a key ingredient of effective learning which involves paying attention, concentrating, thinking and mentally rehearsing the skills, values and knowledge.

The findings of the study also revealed that participatory teaching methods stimulate in students critical thinking and critical analysis. Students narrated that activities which are student-centred provide them with opportunities to be exposed to different information from which they learn to analyse and make judgement. They also indicated that debating issues make them think critically and analyse information in order to argue properly. To this effect, students enjoy being active participants of the lesson. For example, at Thyolo Secondary School students were observed in a debate lesson critically challenging one another and the teacher's role during the lesson was to guide the discussion and asking provoking questions about the topic. During one of the lesson observations the teacher provoked his student by asking several questions which stimulated students' interest and thinking. For example, during one of the observation the teacher had to ask the following question; 'Were the reasons legitimate for John Chilembwe to start the uprising in 1915?' This question resulted into a debate and each student argued his or her case. While at Mpinji in one of the lessons, it was observed that the teacher asked students to put events in chronological order and asked them to identify if there was any causal relationship between events of the industrial revolution in Europe and the colonisation of African societies. These activities made students use their heads together and that enhanced reasoning in the students. Students also

appreciated that they learn public speaking and communication skills because the issues of debate and discussion are not only about critical thinking and analysis but also developing communication skills.

Studies by Goru (2003), Kawelele (2003), Chawezi (2004) and Chirombo (2013) indicated that participatory teaching methods increase curiosity for learning and engage students in activities which make them enhance their thinking and reasoning. In another study by Menazel (2015), on the use of school field trips as an educational aid throughout schools in Irbid First Education Directorate in Jordan, it was found that field trips were important in the creation of a student interactive atmosphere crucial for effective teaching and learning of the subject. Therefore, it is argued in this study that effective use of participatory teaching methods can help to reverse the trend and status of the subject in Malawi today.

In this study, students were seen to want effective and active teaching and learning of History. They indicated two aspects regarding the effective learning of the subject. These were participative History lessons and teachers' ability to bring the subject to them in an interesting manner. These findings concur with those of Mwathwana, Mungai, Gathumbi, and George (2014) who concluded that there is need to use various teaching methods, especially those that are learner-centred like group work, discussion, and question and answer, in order to enhance performance and curiosity of students in the discipline of History. In their study, Mwathwana et al. further found that teaching methods were a major factor that contributed to the poor performance in History examinations in Kenya. Indeed, the findings of this study indicate that teachers are obliged to know their students, what they are capable of and methods that help students learn and perform better in the subject.

Similarly, in his study of teaching methods and students' academic performance in South Africa, Ganyaupfu (2013) found that the mean scores of the study demonstrated

that teacher-student interactive method was the most effective teaching method, followed by student-centred method while the teacher-centred approach was the least effective teaching method. In other related studies, a survey conducted by Fogo (2014) on the core practices for teaching History in Delphi in Greece, found several practices that enhance effective teaching. These included: assessing students' thinking about History; facilitating discussion; engaging students in historical research and making connection to individual cultural experiences. The findings of the study demonstrated the critical role of teachers in making learning of the subject effective.

And according to Boadu (2015, p.39) "effective teaching of History should bring the subject closer to students' lives, hearts, and minds". Boadu contended that effective teaching cannot emerge from traditional History teaching because in traditional History teaching, the teacher lectures on the subject intensely and students are constrained to take and memorise notes.

The study findings also revealed that some teachers had reservations on the use of participatory teaching methods due to conflict that arise from expansive content and insufficient time allocated for the subject in the school timetable. It was also observed that most History teachers enjoy the autonomy provided by the traditional teaching methods. It was further discovered that teachers were comfortable with the use of traditional teaching such as lecture, note taking and read aloud methods. Although school administrators narrated that they provide necessary support to teachers, teachers also complained that they receive minimal material support from their administrators to sustain use of participatory teaching methods. Teachers pointed out that they meet the following problems when they approach their administrators;

- Most of the times school administrators complain that the school does not have funds to support them in terms of transport and other resources for field trips and other teaching and learning activities for the subject
- Some school administrators show negative attitude towards the subject
- Some resources are scarce and expensive
- History teachers are not invited for refresher courses so that they gain recent pedagogical practices even when these are organised locally within the districts, school administrators fail to fund potential participants.

It can be argued that lack of refresher courses influences History teachers to fail to cope with demands in their areas of specialisation as well as innovative teaching methods that can enhance teaching and learning of the subject. Rono (2015) corroborated that teachers can be qualified but if they are not regularly updated on the latest curriculum innovations the quality of teaching and learning can be adversely affected.

Msosa (2005) found that lack of resources greatly affected the teaching of the subject and invariably contributed to poor performance. Similarly, Chiromo (2015) and Sibande (2014) concluded that lack of resources and other challenges which teachers face affect the image of the subject. The findings of this study on such issues also tally with the findings of the study carried out by Boadu, Awuah, Ababio, and Eduaquah (2014) in Ghana. Boadu et al. found that History teachers face the challenges of unavailability of technology resources, lack of enough time, and lack of motivation, in their attempt to use methodologies in class. The study findings also concur with those of Omariba (2012) who found that teachers and students faced several challenges such as inadequate funds and lack of support from the school's administration. Similarly, Ruto (2013) found that History teachers face a lot of challenges such as inadequate support in the acquisition and purchasing of instructional materials for teaching the subject, teacher recruitment issues, lack of funds provision for seminars and workshops, and rewarding

of high performing sciences. Ruto asserted that priority in the allocation of resources is given to subjects like languages, mathematics and sciences at the expense of History and Government. Yet another deterrent to effective History teaching and learning is the condescending attitude some teachers have toward their students or classes

When teachers come to teach they make negative comments about us like calling us, you fool! 'chitsiru iwe'. Some students take it as a difficult language to apply to them therefore they may decide to distance themselves from the teacher (Student 4).

Such observations corroborate the findings of Ruto and Ndaloh (2013) and VanSledright (2011) who found that a positive relationship and respect between teachers and students is important for any effective dialogue. Thus, the reciprocal relationship, as indicated by Wilson and Patterson (2006), should be on a balanced "give and take" and "you too-me too" approach and such relationships help students to appreciate that knowledge is socially constructed. As attested by some participants in the study:

The best way to learn is to exchange information between the students and the teacher (Student 5).

To Wilson and Patterson (2006), a good learning relationship between students and teachers is an important ingredient for effective student engagement. They argued that when there is good relationship between teachers and students, teachers would be more open to accept and criticise contributions made by students. VanSledright (2011) for one argued that effective learning comes about in a classroom where teachers consider teaching approaches that accommodate every student. Unfortunately, there are some history teachers who still maintain their superiority or enjoy autonomy over teaching and learning as stressed by Narasingappa (2016) and Nyamwembe et al. (2013).

In addition, it was also noted that some teachers were not comfortable when students asked questions. This was due to lack of adequate preparation on their part for the



lesson and mastery of the subject matter. Their lack of composure and self-confidence in the subject matter was demonstrated by inability to clarify simple concepts and unremitting reference to the textbooks or notebooks. This behaviour was common at Mpinji Community Day Secondary School. It was further observed that students lost confidence in their teachers and questioned the credibility of their teachers. This attitude affected teaching and learning of the subject negatively. This observation corroborates the findings of Bonga (1990) who found that teachers' competence and qualification influence students' performance in the subject. It is argued that teachers can act as barriers of learning if their position and professional disposition is not reflected in respect of its influence on teaching and learning.

#### **5.2.6 Other factors needed to improve student interest in the subject**

The fourth objective of this study was to identify other factors that should be considered in order to improve student interest in the subject. In this study, teachers stated that the subject is given too little time on the timetable that does not tally with enormous content of the subject. It was known that teachers were in dilemma as the subject content does not match with the limited time allotted to it. In consequence, teachers were forced to use teaching methods that would help them to cover the syllabus within the given time. Teachers ended up using teacher-centred methods. As a way of improving the situation, teachers both at Mpinji and Thyolo suggested increasing the number of periods per week or reducing the workload so that it becomes more manageable.

Sibande (2014) arrived at similar findings. He established that the subject needed more time on the timetable. The findings of the study on this also tally with the findings of Narasingappa (2016) and Boadu, Awuah, Ababio, and Eduaquah (2014). These authorities reported that History should be allocated enough time on the timetable. This would help teachers to have enough time to plan and use teaching methods that would improve participation and performance of students in the subject. In a similar study of

secondary school teachers' attitudes towards the teaching and learning of History and Government, Ruto and Ndaloh (2013) revealed that the subject was overloaded with more topics than what teachers could cover.

Similarly, Rono (2015) studied the constraints on effective instruction of History and Government in secondary schools in Kenya. He found that effective teaching of the subject was hindered by the unavailability of instructional resources such as textbooks and insufficient time allocation for the subject. The findings of this study also concur with those of Talin (2014) who found that teaching of History is teacher-centred because of the constraint of time. It is argued that if the time allocation remains minimal, teachers will be reluctant to change the style of teaching. Teachers realise that their performance is evaluated in terms of the number of students passing examinations and quality grades obtained; therefore, they do what it takes for students to pass examinations.

### **5.2.7 Teachers' and community perceptions of History**

The study also established that most students were misinformed about the subject while they were at primary school. It was realised that the wrong perceptions about History which students developed at their tender ages of primary schooling influence secondary school entrants on the subject choices they make. It was also known that some primary school learners are advised by their teachers and peers that when they go to secondary school they should avoid registering for History. The reason for this is that History is perceived to be tough because it involves a lot of reading. Teachers who do not like History did not study or did not complete a course in History themselves; most of the teachers concerned are often found advising their learners to avoid History. One of the school administrators added that History loses popularity among secondary school students due to limited training and employment opportunities. The school administrator in question further narrated that the stories that circulate about History work against

attracting students to the study of the subject. At Thyolo Secondary School teachers that were surveyed for this study opined that students are influenced by their families on subject choices. Parents with negative attitude toward the subject generally advise their children to drop the subject when they go to secondary school. Those parents who want their children to pursue science based careers are likely to regard the subject as useless.

The study also found that the attitude of some teachers also contributed to poor rating of the subject. One of the teachers narrated that some teachers discourage students to opt away from History on the understanding that the subject will take them nowhere.

..... And well the other challenge is, of course, not many encourage their students to study History and the very same teachers of course because I had a case whereby one of my best students, a girl, who was under bursary, was being interviewed by the teacher about subjects she was taking. When the girl was recounting the subjects, she mentioned History and the teacher said remove History. She dropped the subject though she was very good at the subject. So, we have teachers of course who are discouraging students to study History. They say History can lead them to nowhere (Teacher A).

Additionally, it was known that some of the teachers think that participatory methods cannot help to improve History teaching in secondary schools since the subject is conventionally supposed to be taught traditionally.

I feel like, of course group discussion, debate, role-play, question-and-answer and activities stimulate the interest of our students but according to me we do those things to apply some theories which we learned back in our colleges but when you try to look critically they do not really stimulate interest ... (Teacher D).

However, observation made from lessons delivered by some of the teachers with this attitude indicated that most of the lessons were traditionally taught. It was noted that what they considered to stimulate learners interest in the subject was typically elements of traditional teaching. One of the elements which was assumed to stimulate interest of the students was presentation of well summarised notes. Students who were subjected to

this kind of teaching and learning also complained of lack of variation of strategies and activities that would keep them discussing or debating the subject.

The findings of this study corroborate those of Ruto (2013) who found that most secondary school teachers underestimate the importance of History and Government. Ruto asserted that professional managerial support is needed to help the teaching of History and Government in secondary schools. Goru (2003) found that attitudes of various groups of people have a great impact on the attitudes of students towards History. Goru asserted that some students who withdraw from the subject are greatly influenced by their peers, teachers and their parents at home. And Sibande (2014) argued that government's overemphasis on science subjects and biased supply of teaching and learning resources forces students to shun away from History since the environment around which science subjects revolve is more promising in terms of training and employment opportunities.

### **5.2.8 Teaching and learning resources**

The study found that History teaching is under-resourced in secondary schools. It was observed that History was taught without or with inadequate resources. At Mpinji Community Day Secondary School, teachers were using textbooks and summarised notes as resources during teaching and learning of the subject. However, the textbooks were not adequate and in most cases, it was only the teachers who had access to them. Teachers argued that resources for the subject are scarce and that it was difficult to improvise the resources due to the nature of the topics that were being taught. However, it was observed that it was possible to improvise resources for teaching specific topics. For example, maps were more likely to be used when teaching about 'World War I'. It was observed that teachers were using other books that were not recommended for the syllabi. This was so due to inadequate number of the recommended books for the subject. For example, at Mpinji Community Day Secondary School, it was observed

that one book was shared by four students during lessons and students were not allowed to carry books home for further studies. Both teachers and students narrated that the most used resources were textbooks. In the same vein, observations established that teachers were influential resources since they were the fountain of knowledge. Teachers assumed the role of director or controller of how much their students were learning. This created a restrictive environment for students who are eager to explore knowledge on their own. The study further revealed that students find lessons whose teaching resources was the teacher hard to master.

At Thyolo Secondary School the use of teaching and learning resources was also lacking. For example, teachers mostly depended on textbooks for teaching and this was supplemented by the teachers themselves who were regarded as the fountain of knowledge. The study also revealed that teachers were lacking creativity to improve teaching of the subject. For example, Thyolo and Mpinji schools are close to historical sites in Blantyre and Chiradzulo but History students have not visited any of the historical places where they could learn local History, such as the History of the Chilembwe Uprising and the Slave trade. It was noted that students were willing to contribute money for a trip to any of the historical places either in Blantyre or Chiradzulo or Mulanje. One of the teachers at Thyolo admitted that it is easy to organise such educational visits but she was worried that time was lacking. This was noted as lack of dedication to the profession.

Matondo's (2017) study found that availability of teaching and learning resources has strong impact on the students' enrolment for the subject. Matondo revealed that schools which were not well-resourced had low enrolment. Chirombo (2013) who studied assessment of the growth of high dropout rate in History in secondary schools in Dedza district found that lack of resources affected teaching and learning and performance of students in the subject. Chirombo recommended that government should provide

resources which cannot be sourced locally in order to motivate students. Msosa (2005), Chiromo (2015) and Sibande (2014) added that lack of resources contributes to poor performance in the subject. They further argued that variation and effective use of the resources is critical for the subject that has lost popularity like History. And Bonga (1990) found that students performance is greatly influenced by the amount of instructional materials available and variation of the instructional materials.

The findings of the study in this respect tally with those registered for other parts of Africa. For example, Kinyanjui (1997) in Kenya revealed that despite availability of different resources, only textbooks, chalkboard and handouts were widely used in teaching the subject partly because most tutors were not conversant with the use of other resources. Ogechi (1992) and Orina (2001) also revealed that print media were commonly used without being mediated. These Kenyan studies on the availability and utilization of instructional resources generally show that schools have scarce instructional resources. Munyi (1985) in a study of instructional resources for teaching of Mathematics in Kathonzi zone, Machakos District, in Kenya revealed that most primary schools experienced severe shortage of textbooks, stationery and teaching resources.

Similarly, Oure (1985) in a survey of learning resources in primary schools in Busia District, found that there was an acute shortage of books and non-book materials for use in teaching and learning process. Kimui (1988)'s study on the availability and use of resources in Kenyan teachers training colleges, also found that teachers training institutions lacked many instructional resources.

In her study conducted in Nairobi, Kenya, Ananda (1990) found out that most of the schools lacked adequate teaching and learning resources such as textbooks, teachers' guides and reference materials, maps, games facilities and stationary. She also found that students were bringing to school the teaching and learning resources they could get

from their homes, however, these resources were not adequate. Ayot's (1986) study in Tagania and Igembe districts in Kenya underlines that classroom text books are valuable for teaching but their value is very limited if learners cannot obtain or use them. He further adds and states that a school library has a vital role to play in any good system of education.

In this study, however it was observed that availability and utilisation of school libraries was known to have minimal impact on teaching and learning of History. Students at Mpinji Community Day Secondary School lamented that the library was not adhering to its working schedule. The study also found that some schools do not have adequate number of key textbooks and the libraries were furnished with old history books. Teachers also asserted that lack of key books leave them in dilemma when they are planning their lessons and in most cases, they are left with only one choice of making their lessons traditionally taught. At Mpinji Community Day Secondary School, the problem is aggravated by the fact the library is improvised, in form of reserved space in one room for keeping textbooks. The room does not have proper furniture for keeping books, for instance, the section for History which is a table does not have adequate books for what is specified by the syllabus. The reason for the miserable library situation at Mpinji is lack of funds for building a library and providing the textbooks needed. At Thyolo, on the other hand, the school has a library but the situation of books is similar to that of Mpinji. The shelves for History are filled with encyclopaedias and other outdated books. At Mpinji, students narrated that the library is closed most of the times and they do not have a working schedule for reading and borrowing books. They lamented that they lack access to books. These findings corroborate those of Morrow (1986), Zeleza (1990) and Ndaloh and Ruto (2013) who asserted that most secondary schools are poorly resourced as libraries are ill-equipped. Consequently, teachers are forced to confine their teaching of History to traditional methods.

The resource constraint in schools like Thyolo and Mpinji in Malawi is a replica of what obtains in schools elsewhere in Africa. For example, Mogeni (2005), in a study of factors influencing the utilisation of resources in the teaching of Kiswahili in Transmara district and Msei (1985) in a survey of teaching resources for teaching and learning of Kiswahili in primary schools in Central Division, Machakos District, found that most teachers did not use teaching resources partly due to ignorance of their importance and called for the organisation of seminars, symposia and workshops to help equip the teachers with the skills and awareness to effectively use instructional resources. And Andafu (1996) also in a study of factors affecting the teaching of Kiswahili in secondary schools in Lamu District indicated that most teachers did not make any effort to use even simple teaching and learning resources.

Drawing from the observations made on teaching resources, the study clearly established that teaching of History was under-resourced. This was working against constructs of the Vygotsky's social constructive learning theory. The theory advocates that learning should be mediated through interventions such as teaching resources and methods. It is argued that teaching without resources limits students' acquisition of knowledge. In this study, it was observed that most of the teachers failed to mediate learning therefore learning of the subject was ineffective. For example, the monotonous use of textbooks prevented students to heighten knowledge retention. As informed by the theory students learn better when they socially acquire knowledge of the subject. Adeyinka (1990) asserted that History could be a lively, interesting and more popular subject in the secondary school curriculum if adequate resources were made available and effectively used. Whereas Bonga (1990) argued that effective use of instructional materials and resources help to improve performance of students in the subject.



### **5.3 Summary of the findings**

The study found that History teaching is dominated by traditional teaching methods. The study further noted that traditional teaching methods have negative implications for students' attitude towards learning of the subject, such as loss of curiosity about it.

The study also found that students learn the subject better when they are actively involved in different lesson activities. It was also noted that participatory or student-centred teaching methods have positive implications on students' attitude towards learning of the subject. Among other things it was known that students' curiosity about learning the subject increases when students are made to be active participants in the learning process.

And, it was further noted most teachers teach the subject with inadequate or without teaching and learning resources, the impact on learners being entirely negative.

## **CHAPTER 6: CONCLUSION AND RECOMMENDATIONS**

### **6.1 Introduction**

This concluding chapter presents a summary of the main findings of the study as well as recommendations as to what could be done to improve students' attitude toward the teaching and learning of History in Malawi. It also consolidates the notion of good pedagogical practices and the kind of environment that is required to sustain them.

### **6.2 Summary of Findings**

The summary of findings is presented according to the objectives that guided the study. The study aimed at exploring the impact of teaching methods on attitudes of secondary school students towards learning secondary school History in Thyolo district. The background of the problem indicated that even though the History curriculum emphasises student-centred education, teaching of the subject continues to be dominated by teacher-centred methods. The biggest concern about this was that History continues to lose popularity among secondary school students, a trend which may lead to extinction of the subject. The purpose of the study intended to suggest recent pedagogical skills and competences that would help to improve students' attitude towards learning of History in secondary schools.

The study was guided by four research objectives:

- To highlight student attitudes towards learning of History
- To examine the influence traditional methods of teaching have on teaching and learning of the subject
- To highlight the impact which new approaches to teaching and learning of the subject has
- And, to suggest other factors that need to be considered in order to improve students' interest in the subject.

The study was also guided by the Vygotsky's social constructive learning theory, which stipulates that individuals construct their knowledge through social interactions and according to their range of experiences. To that effect in-depth interviews, class observations and document analysis were undertaken in order to gauge the extent to which Vygotsky's ideas and recommendations are being applied to the way History is being taught in Malawi's secondary schools.

### **6.2.1 Highlighting Student Attitudes towards Learning of History**

The research established that most students have negative attitude towards studying History. Teachers explained that students regard History as a difficult subject because most of them do not like reading, memorising facts and the fact that the subject is loaded contentwise. It was perceived that teaching methods are some of the classroom practices that induce both positive and negative attitudes. Furthermore, teachers indicated that while positive attitudes help students to learn better, negative ones have adverse impact. It was also found that if the status of the subject is to improve, students' attitudes should improve as well.

### **6.2.2 The influence Traditional Methods of Teaching have on Teaching and Learning of the Subject**

At both Thyolo and Mpinji secondary schools which the research targeted, it was found that teachers largely use teacher-centred methods when teaching History. Frequent use of such methods induces negative attitude in students. It was perceived that the methods in question heighten monotony and boredom since the approach to teaching the subject lacks variation. Furthermore, the study established that traditional teaching methods, such as the lecture method, read aloud and note taking minimise opportunities for engaging students actively in classroom activities during lessons. The general observation from teachers was that the students lose interest in the subject as a result. It

was also perceived that it is difficult for teachers to avoid using traditional teaching methods because such methods help them to cover the syllabus before the time of writing national examinations. The study further found that lack of teaching resources and relevant textbooks leave History teachers in an awkward situation and they end up using traditional methods of teaching since these can be handled with minimum resources.

The study further revealed that the nature of national examinations influences teachers to use traditional teaching methods. The majority of teachers interviewed indicated that the examining style requires students to use memorised facts to answer questions.

The study also found that another influence on the persistent use of traditional teaching methods was the nature of the syllabus. The study found that the nature of the syllabus also worked against teachers' use of participatory teaching methods.

### **6.2.3 The Impact which New Approaches to Teaching and Learning of the Subject could have**

The study revealed that most History teachers rarely use participatory teaching methods in delivering their lessons. Yet it was clearly established that students learn better when they are actively engaged in lesson activities. The study also revealed that participatory teaching methods create positive relationships between students and their teachers since students and teachers are able to trust each other in the process of learning. The study also established that participatory teaching methods increase curiosity in students towards the subject since students enjoy being actively involved in the lesson activities of the subject. This leads to students' ownership of the subject. It was further found that when students are well motivated to learn they perform better in the subject and chances of their dropping the subject are minimised. The study revealed that History teachers face different challenges that force them not to apply participatory teaching methods.

These challenges included: scarcity of teaching and learning resources and lack of funds to support other participatory teaching activities such as field trips and inviting resource persons and lack of refresher courses through which History teachers could be able to share recent pedagogical practices.

#### **6.2.4 Other Factors that need to be considered in order to Improve Student Interest in the Subject.**

It was noted during the research that all teachers interviewed were of the view that time on the timetable is too inadequate for effective application of participatory teaching methods since History has enormous content and use of participatory methods requires a lot of time. It was perceived that the standard three lessons per week were not enough; even with traditional teaching methods it is not easy for teachers to cover the syllabus. The study furthermore found that teachers were teaching with inadequate or without resources. It was perceived that the commonly used resources were textbooks which were in most cases accessible to teachers only. The teachers were observed to be a resource that was regarded as the fountain of knowledge. It was on the whole difficult for History teachers to effectively organise and plan teaching activities since most of them were overwhelmed by resource challenge. The study further found that school libraries were poorly equipped with relevant and adequate curriculum books. To this hiccup was added the fact that the majority of teachers stated that school administrators fail to provide funds for securing needed resources. The standard argument being that some teaching resources for the subject are scarce and expensive to buy.

### **6.3 Recommendations**

In conclusion, this study recommends the adoption and implementation of ways and means of improving students' attitude toward the teaching and learning of History in Malawi's secondary schools. These include the following:

### **6.3.1 Inclusion of in-service training of teachers on new curriculum innovations**

The Ministry of Education (MOE) should organise INSERTs to orient and develop in-service training of teachers on pedagogical competence and other new curriculum innovations. The new curriculum innovations should also be part and parcel of programs for training new teachers in universities and colleges. These INSERTs would enable teachers to keep abreast of the current pedagogical skills and be innovative with the delivery of the subject content in a manner that will make the subject enjoyable and interesting to students.

### **6.3.2 Teaching and Learning Resources Support**

It is recommended that the MOE and school administrators should be timely providing adequate material support in order to sustain teachers' use of the participatory approach to teaching and learning of History in secondary schools. With the background knowledge that there are many teaching and learning resources which cannot be easily improvised from the teachers' immediate environment, the MOE should be made to realise that History teachers need resource support for the sake of alternative teaching of the subject.

### **6.3.3 History Spaces on the Timetable**

Curriculum designers for History should consider the subject in terms of time. It would be better if the subject is provided more time on the timetable so that teachers cover the content without being constrained timewise. By so doing, it will be possible for teachers to consider application of student-centred methods in their classrooms without haste.

### **6.3.4 Nature and length of syllabus and scope of topics**

It is further recommended that the length of syllabus should be reduced and the scope of topics be revised in order to tally them with the subject's time spaces on the timetable.

The main textbooks of the subject should have features of accommodative learner-centred activities. Well-focused instructional materials are crucial for effective teaching and learning of the subject and sustaining interest of students in the subject.

### **6.3.5 The Nature and Structure of the National Examination in History**

The nature and structure of the National Examination in History should be reorganised to highlight understanding of the subject's content and demonstration of mastery of requisite skills. It is imperative that the nature of the examinations should begin to influence and tally with the nature of teaching and learning professed by the subject curriculum.

### **6.3.6 Effective Planning for Teaching and Learning**

It is important that teachers should begin to plan their work effectively in order to improve delivery of the subject. The study found that some teachers were not delivering the subject effectively due to lack of effective planning of teaching and learning. Proper planning for teaching fortifies teachers' self-confidence and composure in handling to the subject.

### **Areas for further Study**

Since this study used a small sample to investigate the impact of teaching methods on learning of History, it is suggested that the same study should be conducted using a representative sample so that the findings can be generalised.

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Teacher B: Banda, Peter. M., Thyolo Secondary School, Form 3 history teacher, 8<sup>th</sup> May 2017

Teacher C: Kumwenda, Jolly, Mpinji Secondary School, Form 3 history teacher, 9<sup>th</sup> May 2017

Teacher D: Mumba, Vita, Thyolo Secondary School, Form 4 history teacher, 9<sup>th</sup> May 2017

Head teacher A: Lengwe, Isaach, Thyolo Secondary School head teacher, 12<sup>th</sup> May 2017

Head teacher B: Gomani, Liston, Mpinji Community Day Secondary School head teacher, 9<sup>th</sup> May 2017

Student 1: Namulunga, Gift, Thyolo Secondary School, Form 4 history student, 21<sup>st</sup> May 2017

Student 2: Chamtulo, Innocent, Thyolo Secondary School, Form 4 history student, 21<sup>st</sup> May 2017

Student 3: Gomiwa, Kondwani, Thyolo Secondary School, Form 3 history student, 21<sup>st</sup> May 2017

Student 4: Mlowoka, Hannah, Mpinji Community Day Secondary School, Form 3 history student, 12<sup>th</sup> May 2017

Student 5: Maluwa, Cathreen, Mpinji Community Day Secondary School, Form 3 history students, 12<sup>th</sup> May 2017

Student 6: Sawelengera, Pishu, Thyolo Secondary School, Form 3 history student, 8<sup>th</sup> May 2017

Student 7: Gama, Erick, Thyolo Secondary School, Form 4 history student, 8<sup>th</sup> May 2017

Student 8: Kadzombe, Takuda, Mpinji Community Day Secondary School, Form 4 history student, 4<sup>th</sup> May 2017

Student 9: Limbani, Jim, Mpinji Community Day Secondary School, Form 3 history student, 12<sup>th</sup> May 2017

Student 10: Mpina, Beulah, Thyolo Secondary School, Form 3 history student, 8<sup>th</sup> May 2017



Student 11: Chilombo, Talimba, Mpinji Secondary School, form 3 history student, 3<sup>rd</sup> May 2017

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## APPENDICES

### Appendix A: Interview Guide for History Teachers

#### Questions

1. Tell me a little about your teaching. What shaped your ideas about History?
2. How do you view your role as a history teacher? Do you enjoy teaching History? (Probe what makes the teacher enjoy or worry about teaching History)
3. What is the general attitude of students towards History?
4. How do these attitudes affect teaching and learning of the subject?
5. Tell me a few of your thoughts about the purposes for studying and teaching of History
6. What is your assessment of the present JCE and MSCE syllabus and examinations, what type of learning does it promote? (Probe: its breadth, scope, relevance of the curriculum; probe if the syllabus promotes use of any of the methods that promote rote learning). What are the main changes in the curriculum?
7. If you had the opportunity to revise the history syllabus, what will you take out or add?
8. Let's go back a bit to the classroom. What do you do to stimulate interest of the students in the subject?
9. Think back to some of your classroom experiences. Now tell me, what challenges do you face as a teacher of History? How do you deal with these challenges?
10. In your view, what constitutes effective History teaching?
11. In your view, what is responsible for students' lack of interest in History?
12. Tell me some of your thoughts about the expectation gaps that may exist between history teachers and students in the teaching/learning process.
13. Think about your experiences as a history teacher, now tell me, is there any connection between teaching methods and students attitudes towards learning?
14. What are the impacts of the student-centred teaching methods (participatory methods) on teaching and learning of the subject?
15. What are the implications of traditional teaching methods such as lecture and reading aloud on teaching and learning of History on students?
16. In your own view, why do most students neglect study History?

17. Apart from teaching methods, what are other factors that cause students' negligence towards learning History?
18. In your opinion, tell me, what other factors should be considered in order to improve interest in the subject.

Lastly thanking the participant for participation

## **Appendix B: Interview Guide for History Students**

### Questions

1. Think about your experience as a history student over the years. Now tell me how do you feel about studying History?
2. How do these attitudes affect learning of the subject?
3. In your opinion do you think history is an important subject?
4. If you had the opportunity to revise how history is taught what things/issues would you consider taking out and taking in?
5. Tell me a little about history classes. Describe what you do. Does the actual teaching involve you actively?
6. What do you like most about your History classes? What do you dislike most? (probe more on what and why students like or dislike)
7. What are some of the things you feel History teachers can do to make the subject more interesting?
8. Do you feel motivated to continue studying History with how the subject is taught?
9. Tell me, how do teaching methods motivate you to study History?
10. What is the impact of teaching methods on learning history? (depending on the response, probe the impact of teaching methods on attitudes of students towards learning)
11. What other classroom factors contribute to your attitudes towards learning of the subject?
12. What factors outside the classroom influence the way you feel about History?
13. Think back about all the things you have learned in History. Now tell me, what important lessons do you think people can learn from History?

Thanking participants for their participation in the study

## **Appendix C: Interview Guide – Headmasters**

### Questions

1. There is a concern that History is neglected by most students in secondary schools. In your capacity, what do you do to support school subjects that receive little populace like History to overturn the situation?
2. In your opinion what do you think causes students to neglect studying History in schools?
3. In position as school administrator, is there any reason to believe that teachers contribute to students' lack of interest to study History? (Probe for any reasons given).
4. Is there any relationship between teaching methods and students' attitudes towards learning of History?
5. Does history curriculum contribute to the status of history now and lack of motivation among students?
6. Do you think the new teaching approaches (participatory methods) have an impact on teaching and learning of the subject?
7. What impact do the traditional teaching methods such as lecture and reading aloud have on teaching and learning of History on students?
8. What does the school administrators do to support teaching and learning of History? (probe on the kind of support)
9. Apart from teaching methods, what are other factors that cause students' negligence towards learning History?
10. If you were given chance to improve the history education in secondary schools, what things/issues would you take out and take in?

Thank for your participation.

## Appendix D: Observation Guide for History Lesson

Name of the School.....

Form/Class Observed.....

Number of Students attended the Lesson.....

Date of Observation.....

Time for Lesson Observation.....

### Classroom Observation Checklist for History Lesson

To establish the challenges facing the teaching and learning of History, use of students experiences to facilitate new learning, classroom practices of teachers are to be observed in relation to teaching and learning of History.

Code	Item	Yes (Comment to what extent)	No (Comment to what extent)
A	Do the skills/topics correspond with the aims /objectives given and suit the teaching methods chosen?		
B	Does the teacher use instructional media to teach?		
C	Are instruction resources relevant and matching with the teaching methods?		
D	Does the teacher relate the current lesson topic to other areas of the subject and students' experiences		
E	Are the instructional resources suitable for the content given?		
F	Are students given enough reference?		
G	Are students allowed to interact with the instructional resources?		
H	Are lesson activities encouraging participation of students in the lesson?		



I	Do teaching methods encourage student participation during the lesson? Which methods were used?		
J	Which methods of teaching are dominant during the lesson delivery?		
K	Does classroom arrangement of furniture promote active learning of History?		
L	Are teaching and learning materials adequate for teaching and learning of History?		
M	Does the school have a library with a section for History?		
N	What is the attitude of students towards the lesson/learning the subject?		
O	Are students left to interact with the content during the lesson?		
P	What is the teacher – student relationship during the lesson delivery?		
Q	Does the learning environment provide a conducive environment for active participation?		
R	Does the school library have a section of History?		
S	How often are students allowed to use the library?		
T	What kind of books is found on the section of history? Is the number of copies for each book adequate for the school?		

Any other observations during the lesson;.....

### Appendix E: Document Review Guide

Institution/Class	Document	Data to be gathered
	Syllabus	<ul style="list-style-type: none"> <li>• Notes about teaching methods</li> <li>• Notes about skills to be delivered</li> <li>• Notes on suggested teaching and learning resources</li> <li>• Types of learning imposed by the syllabus</li> </ul>
	Schemes of work	<ul style="list-style-type: none"> <li>• Notes about teaching methods and specific content</li> <li>• Analysis of the suggested teaching methods suitable for skills/topics chosen</li> <li>• Analysis of the connection between planned teaching methodologies with the actual teaching methods used</li> </ul>
	Internal and external examination results	<ul style="list-style-type: none"> <li>• Notes on performance of students</li> <li>• Notes on number of candidates who entered the examination and how many passed</li> <li>• Analysis of pass rates as compared to other subjects</li> <li>• Analysis of the connection between internal examination results and external examination results</li> <li>• Types of learning imposed by the nature of examinations</li> </ul>

## Appendix F: Permission Letters



**MZUZU UNIVERSITY**  
DEPARTMENT OF EDUCATION AND TEACHING STUDIES

Mzuzu University  
Private Bag 201  
Luwingu  
Mzuzu 2  
MALAWI

Monday, 10 April 2017

### TO WHOM IT MAY CONCERN

This is to testify that **MacDonald Luka** is a bonafide student of Mzuzu University currently pursuing a Master of Education (M.Ed.) Degree Programme in the Faculty of Education.

As a partial fulfillment for the award of the M.Ed. Degree, he is required to do a small scale research on an educational issue in schools or colleges culminating into a thesis. The title of his research is: *"Impact of Teaching Methods on the Attitudes of Secondary School Students towards learning of History in Malawi: Case Study of some schools in Shire Highlands Education Division (SHED)."*

I should be most grateful if you can assist him accordingly.

Yours faithfully,

Dominic M. Ndengu (PhD)

**PROGRAMME COORDINATOR AND SENIOR LECTURER**



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Dominic M. Ndengu (PhD)

**PROGRAMME COORDINATOR AND SENIOR LECTURER**

*Macdonald Luka*  
*Permission for you*  
*to conduct research*  
*has been granted*  
*Accept*  
*Cl. Isoqotani*  
*Ag EDM*  
*18.04.2017*  
EDUCATION DIVISION  
PRIVATE BAG 7, MULANJE

MacDonald Luka  
Amalika TTC  
P O Box 2732  
Blantyre  
25<sup>th</sup> April 2017  
+265996692962/882370137  
[jmluka@gmail.com](mailto:jmluka@gmail.com)

The Headmaster  
Mpinji Com. Day Secondary School  
P O Box  
Thyolo

Dear Sir/Madam.....

**SEEKING PERMISSION TO CONDUCT A STUDY ON "IMPACT OF TEACHING METHODS ON ATTITUDES OF SECONDARY SCHOOL STUDENTS TOWARDS LEARNING OF HISTORY AT YOUR SCHOOL"**

I am currently conducting research on the **impact of teaching methods on attitudes of secondary school students towards learning of history in Shire Highland Education Division (SHED)**. The participants for this study will comprise of secondary school history students, history teachers and headmasters who are selected purposively.

I intend to conduct interviews with the students, teachers and headmaster. It is also my intention to have at least three lesson observations from history classes at your school. In addition, I will need to review the following documents; history syllabuses, schemes of work and results for past 5 years for both internal and external examinations. The data collected from this study will be kept safe, confidential and used for the purpose of this study.

In this regard, I am kindly requesting permission to conduct the study at your school's premises.

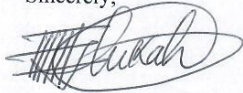
In order to protect the dignity and rights of the participants and school, the researcher will maintain and observe the following throughout the study:

- Anonymity for all the participants
- Ensure protection of the participants by keeping confidentiality of the study findings
- Get consent from the participants who are minors ( i.e. students who are less than 18 years of age)
- Negotiate consent for class observations
- Negotiate consent for interviews and document analysis

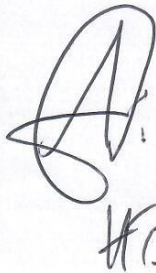
The Ministry of Education has also given approval to conduct the study through Education Division Manager (EDM) of Shire Highland Education Division (See the attached letter). Still, I would be happy to meet with you to provide clarification or additional information on any matter. My personal contact number are +265882370137 or +265996692962 and email; [jmluka@gmail.com](mailto:jmluka@gmail.com).

I appreciate your kind, cooperation and assistance in this matter.

Sincerely,



MacDonald James Luka (MED Student – Mzuzu University)



**MacDonald Luka**  
**Amalika TTC**  
**P O Box 2732**  
**Blantyre**  
**25<sup>th</sup> April 2017**  
**+265996692962/882370137**  
**imluka@gmail.com**

**The Headmaster**  
**Thyolo Secondary School**  
**P O Box**  
**Thyolo**

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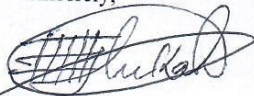
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