MIDLANDS STATE UNIVERSITY

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CHALLENGES FACED IN THE TEACHING AND LEARNING OF SOURCE-

BASED QUESTIONS IN HISTORY AT ORDINARY LEVEL: A CASE STUDY

OF A RURAL SCHOOL IN LUPANE DISTRICT

BY

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DECLARATION

I, Msipa Mayibongwe (R137808A) do hereby sincerely swear and declare that this dissertation is my original work that has not previously been submitted to any university. In writing this work I duly complied with ethical issues and laws governing intellectual property.

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ABSTRACT

This study investigated the challenges faced in the teaching and learning of source-based questions in history at ordinary level. This was prompted by the need to understand why pupils who attempt source-based questions perform poorly in the examinations at ordinary level. The case study research design was used, that is, single case study. The target population was ordinary level history teachers and pupils at a rural school in Lupane district. From the population of 46, the researcher sampled 24 participants (20 pupils and 4 teachers). To collect data, document analysis, questionnaires and interviews were . The collected data was presented quantitatively as well as qualitatively using tables and bar graph as well as qualitatively. Analysis and discussion came after presentation of data. The study revealed that learners have challenges in answering questions from sources such as maps, cartoons, speeches and letters. These challenges were caused by lack of resources, failure to interpret sources, lack of adequate practise and teachers' and learners' negative attitude towards source-based questions. The researcher then recommended that resources should be provided by the schools, the teachers are encouraged to use various teaching methods to arouse interest in learners. In addition, the teachers to be staff developed on teaching source-based questions.

ACKNOWLEDGEMENTS

DEDICATION

This document is dedicated to my beloved son Bayethe Seth Ndlovu, who suffered greatly during my absence.

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THE RESEARCH PROBLEM

1.1 INTRODUCTION

 In this chapter the researcher focused on the problems which are faced by teachers and learners in the teaching and learning of source-based questions at 'O' Level history. The main thrust was to focus on the causes of poor performance in source-based questions and the solution to that problem. In this chapter, the researcher focused on the background of the study, statement of the problem, research questions, and the significance of the study, delimitations and limitations of the study. The researcher also defined key terms in the study.

1.2 BACKGROUND OF THE STUDY

Source-based questions constitute Question 1 of 'O' Level history paper 1 (2167/1) and pupils are expected to attempt such questions. However, the removal of source-based questions from the compulsory status of syllabus 2166 has prevented history students from developing high order skills. From experience as a history classroom practitioner most, students are unable to analyze sources effectively at this level. Most of them simply memorize data and regurgitate it on document-based questions (Rothchild, 2000). Evidence provided by examiners' reports from 2009 to 2014 indicate that students are churning source-based questions and those who do attempt them do not perform well hence they lack high order skills. These problems may not

only be attributed to students' abilities but the fact that teachers themselves have not yet mastered teaching of source-based questions.

Maxwell and Wilson (2001) propound that school history curricular should be designed to improve students' skills and abilities rather than just the mastery of historical content. Through recommendations made by the school history Project 13-16, a new pedagogy which encourages pupils to acquire high order skills is essential. The fact that teachers avoid teaching source-based questions, perception of students towards of such questions has been negative. Goodson in Dickson Lee (1978) purports that children think logically in the presence of concrete objects but find it difficult to deal with highly abstract concepts. Learners learn better by seeing and then recalling (Elton 1970) thinks that source-based questions enable pupils to think vividly and be more critical in their thinking.

According to the ordinary level History 2013 report by Chief examiners, all students who attempt source-based question do not perform well. The majority of them fail to interpret be it extracts from texts, cartoons or pictures or any source provided in the question. The examiners' report also reveal that the skill of analysis and synthesis is also lacking and they also fail to infer to what they would have read on the topic. Another challenge might be the fact that teachers themselves do not teach these learners properly or the issues of competence and subject mastery remain questionable. It is possible that some history teachers lack the right pedagogical skills of teacher source – based questions. Fines (1994) argues that the ability to read and understand document based questions should be taught to the pupils by a skilled teacher.

Learners themselves have different academic backgrounds   and therefore their attitudes and perception of history as a subject also determine their performance. This is postulated by Mike (2012) that pupils who lack proper reading culture and those with bad study habits do not perform well. Thus learners ought to develop positive attitude towards the subject and that is a starting point for one to develop skills essential in the teaching of source-based questions.

In all schools in Zimbabwe, history is a compulsory subject from form one to form four, for this reason almost all pupils write history at ordinary level. As a result some with weak passes still would want to attempt history in the summative assessment. From experience the researcher realized that these are the same pupils who would want to answer source-based questions hoping that they are straight forward as comprehension questions in English. According to the 2010 ZIMSEC report most candidates have shown inability to exhibit a deeper understanding of the source-based questions.

According to Palmer in Jones (1928) the history teacher needs to encourage the development of mental skills and abilities by means of his subject. The study, therefore, seeks to recommend to teachers to teach source- based questions in order to impart high order skills to pupils, change their perceptions and attitudes towards the subject. History teachers seem to agree that syllabus 2167 is less demanding than 2166. However, the fact that they side line source-based questions means that the syllabus is a backdrop that prompted the researcher to embark on the investigation on challenges in the teaching and learning of source based questions.

1.3 STATEMENT OF THE PROBLEM

More often than note, history teachers do not teach pupils how to answer source-based questions. Pupils are only taught to answer essay questions and this had led to a number of students getting distinctions through cramming and regurgitating the notes in the examination. As a result the interpretation and appreciation of history and its role in the school curriculum has changed over some years. Freire (2001) state that rote learning has been promoted and pupils are fond of memorizing the content.

Learner's cognitive development should also be taken into consideration Capel, Leasky and Turner (1995) point out that developmental psychology can give insights into human behavior and thinking processes which may influence the learning outcome. Source-based questions resuscitate high order skills, inferential skills and analysis among students hence should be adequately taught.

Unfortunately, non teaching of these questions and general failure by learners to tackle them has resulted in the unpopularity of source-based questions. Donnelly (2004) points out that the problem in history is to persuade learners to make an active effort to learn. Most pupils believe that is an archaic subject thus motivation can be stimulated by the subject matter through integration of source-based questions.

Based on the foregoing analysis, the statement of the problem is for this research to unfold the challenges faced in the teaching and learning of source-based questions in history at ordinary level

1.4 RESEARCH QUESTIONS

According to Chiromo (2009) research questions are derived from the research problems and had to be answered by the research. Therefore this study on challenges faced in teaching and learning source-based questions intends to answer the following questions.

1.4.1 Major Research Question

- What are the challenges faced in the teaching and learning of source-based questions in history at ordinary level?

Sub-research questions

- How does teachers' and learners' attitude affect performance in source-based questions in history?
- What concepts or sources are perceived difficult in teaching and learning source-based questions at O level by teachers and pupils?
- What strategies can teachers employ in the teaching and learning of source-based questions in history?

1.5 SIGNIFICANCE OF THE STUDY

The significance of this study lies in the fact that the results of the study will equip the researcher, students and teachers with the best strategies to employ in the teaching and learning

of source-based questions. The study will promote appreciation and understanding of critical concepts related to source-based questions.

The study will also encourage teachers to resume the teaching of source-based question thereby equipping pupils with adequate skills for future use. Since the research highlighted problematic areas in teaching source-based questions, this study will equip teachers with strategies to implement. The recommendations will enable teachers to evaluate their weaknesses and the findings will improve the teaching of history in general. The researcher will hold a staff development meeting to enlighten the teachers on the findings.

The study is very significant to the researcher since it is a project undertaken in partial fulfillment of Bachelor of Education Degree in History. Also as a history teacher the study will enable the researcher to realize effective ways of teaching source-based questions. The study also equipped the researcher with research skills such that as she continues with her education endeavors she will not encounter any difficulties in carrying out a research.

1.6 DELIMITATIONS

The researcher used one rural secondary school situated in Lupane District as teachers do not venture much into teaching source-based questions. The researcher based her study on ordinary level students because it is the group that is about to write their final examinations in history, 2167/1. The researcher also interacted with history teachers for questioning and interviewing process, as her target population.

1.7 LIMITATIONS

The researcher only concentrated on one school due to limited time frame and financial constraints. The researcher is a full time teacher and part time student so she has little time to go around different schools to authenticate findings. The researcher worked under strenuous conditions t divide work and research time. She made use of weekends to do research and thus striked a balance between the two. The financial strain affected the researcher when she had to produce research instruments and other material needed in this study. T counter the problem the researcher secured a loan from her bank. At some point some participants were reluctant to provide information but the researcher assured them of the confidentiality of the matter.

1.8 DEFINITION OF TERMS

The researcher defined some key terms that were used continuously throughout the study. Some of these terms include history, source-based questions, teaching and learning.

Source-based question – Is an question in which a student is required to analyze sources to substantiate their point of view.

History – Is a process of constructing, reconstructing and interpreting past events, ideas from surviving or inferential evidence to understand and make meaningful understanding of who and what we are today (Leinhardt, Stainton and Virji, 1994)

Teaching – Is a way of presenting instructional material or imparting skills and values to learners that lead to desirable change of behavior(Gwarinda, 1996)

Learning – The acquisition of skills and knowledge by students guided by the teacher in a conducive environment (Mnkandla, 1997)

1.9 SUMMARY

This chapter explained the background of the study, highlighting why the researcher undertook the study. The problem was also stated in clear terms, the research questions outlined. The researcher also explained the delimitations, limitations and unveiled the significance of the study. At the end of the chapter the researcher defined key terms in the study. The next chapter will delve profoundly on the review of literature related to the challenges faced in the teaching and learning of source-based question.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1 INTRODUCTION

The chapter highlighted some scholarly views on the challenges faced in the teaching and learning of source-based question in 'O' Level history. The chapter aimed at emphasizing what some scholars say about teaching and learning source-based questions. The importance of source-based questions was highlighted as well as factors that influence poor performance by learners. Moreover, this chapter explored suggested ways that can be used to counter the challenges in the teaching and learning of source-based questions. All these were discussed under the following sub headings:

- What are history source-based questions?

- What is the importance of source based questions?

- Challenges faced in the teaching and learning of source-based questions.

- Strategies teachers can employ to improve teaching of source-based questions.

2.2 WHAT ARE SOURCE-BASED QUESTIONS?

According to the definition by Berrong (2011), source-based question is an question in which learners are required to analyze primary and secondary sources (documents) to substantiate their point of view. The sources can be textual or non-textual. Hart (2000) asserts that non textual means any source that is not written as you would see it in a book or letter. These include

photographs, cartoons, posters, statistics or tabula sources, maps and paintings (or photographs of paintings). Hart (2000) further asserts that textual sources are simply too numerous to list but include books, letters, treaties, magazines. The learners have to interpret these sources in order to answer questions.

Nichol (1984) argues that source-based questions enable pupils to develop three basic higher order skills of interpretation, analysis and synthesis. This implies that source-based questions are not like comprehension questions but they demand the learner to have some adequate content to link with what is provided in the sources.

Fines (1994) mention that source-based questions involve a deeper understanding in order to synthesize it with existing knowledge and produce a piece that is relevant. This implies that learners should be wide readers in order to understand the nature of history. Some of the sources used are from textbooks that pupils use on a daily basis and these can be cartoons, maps, poster or speeches.

Garvey and Krug (1997), postulate that source-based questions provide learners with the foundation on which to build their balanced argument. The ability to interpret sources means that the learner could synthesize relevant factual knowledge to come up with a well written argument.

2.2.1 Significance of source-based questions

According to Rothchild (2000) document-based questions were first used for 1973 AP US history examination after they found that students are groping for half remembered information and parroted factual argument when they write essays. This implies that source-based questions are so important because students will be less concerned with the recall of previous learned information and more engaged in deeper historical enquiry.

Source-based questions come with the most quoted reason for studying history, that is , to develop traits of responsible citizen. According to Wineburg (2000) source-based questions can develop high level cognitive skills in order to enable one to solve problems. They engage students in historical thinking and understanding so as to transfer knowledge and skills learnt in the classroom to real world type of problems.

Mapetere (2012) also assert that findings from the study reveal that the assessment and teaching of history are two sides of the same coin, although they argue that dropping the source-based questions to an optional was considered to be throwing the baby with bath water. The idea of making source-based questions optional has affect the quality of history students that are produced by the system, quite a number of them are half baked. Tavunga and Moyo (2002) argue that most teachers are no longer teaching source-based questions and critical high order skills are no longer developed in history students. This is so because they essay questions with its tri-segmented structure gives prominence to factual regurgitation.

Chitate (2005) further argues that source-based questions have a noble goal of developing various skills like inferential and empathy. Thus source-based questions encourage a varied use of approaches to the teaching of history and discourage mere reproduction of facts. Even examiners' reports from 2009 to 2014 have indicated that every year students are shunning source-based questions despite their critical role in the development of higher order skills.

2.2.2 Learning skills developed by source-based questions

Source-based questions can be used in a very effective way in order to move learners gradually through the cognitive skills ladder. This implies that despite the student ability to answer the question in a proper way they can be used as a tool that allows one to understand historical facts in a vivid manner. Bloom (1959) originally proposed the educational taxonomy which provides a transparent and structure approach in the development of students' skills. Chitate (2005) argues that source-based questions develop higher order skills. These range from low level skills of knowledge, comprehension and application to higher and more desirable skills of synthesis and evaluation.

(a) Knowledge

This is the student's ability to remember previously learned information. It involves the recall of a wide range of material but all that is required is bringing appropriate information. Jordan (2010) argues that in answering source-based questions one has to use his/her own knowledge to understand why something was shown or written as it is. Thus source-based questions are the best and most efficient way to convey knowledge instead of mere regurgitation of information.

(b) Comprehension

This is the ability to grasp the meaning of material and can be demonstrated by translating material from one form to another (Bloom 1959). Source-based questions help students improve reading and comprehension skills. Comprehending historical text requires much more than reading comprehension strategies that students are taught in reading classes but it requires one to be part of the text and source-based question evoke such skill (Wineburg, 2001).

(c) Application

This is the ability of a student to use learned material in a new and concrete issue. Jordan (2010) postulates that having the knowledge of why was the text written and by who will enable a student to develop skills of application and use facts to answer the questions. The students do not become mere recipients of historical information provided but they take time to apply it to various circumstances. In answering source-based questions, information provided by sources is applied to existing knowledge on the topic to produce something new.

(d) Analysis

Bloom (1959) defines analysis as the ability to identify and break down components parts so that its organizational structure may be understood. In source-based questions these may include understanding the source, purpose why it was written and correctly answer the questions asked about the source. The skill of analysis is most evident in source-based questions because after reading and interpreting the source one has to break it down to component parts which are essential to measure whether one really understood. In source-based questions students are

required to analyze primary and secondary sources, relate documents to each other and use them to support an argument (Leinhardt, 2000).

(e) Synthesis

This refers to the ability to put parts together to form a new whole. In answering source-based questions this involves closely looking at the sources and answering the questions, no refereeing back to the sources only but also drawing answers from learnt facts. Source-based questions foster this skill by repairing students to identify relevant information, summarize facts and present a concise argument of main events (Garvey and Krug, 1977)

(f) Evaluation

Bloom (1959) describes evaluation as concerned with the ability to judge the value of material in a given purpose. Hallam (1970) asserts that source-based questions develop student evaluation skills by exposing them to material which requires critical thinking and justification of an alternative. In most cases these sources will be availed to the students for the first time and need one to think deeply about them.

2.3 CHALLENGES IN LEARNING SOURCE-BASED QUESTIONS

In this section the researcher focused on the challenges faced by pupils in answering source-based questions. These challenges were brought into light by various scholars. These include comprehending and comparing sources, identifying context, making judgment and chronological position. The challenges were discussed in the subsequent paragraphs.

(a) **Comprehending and comparing**

Besides being expected to have a general understanding of language, students are often required to explain words and phrases or to identify a particular event or personality (Hart 2000). Here although a brief definition may be possible students should attempt to add further explanation. Glyten (1996) postulate that student without comprehensive skill or who are not good in the use of English language usually fail to tackle source-based questions. Moreover, students are expected to compare two or more sources and they find it a challenge.

(b) Identifying context

Some students fail to identify the context of the sources with which they are presented. Students are expected to know the circumstances surrounding a particular passage, what happened before and how events unfolded afterwards. Hart (2000) argues that students fail to evaluate the sources hence their poor performance. In most cases reading multiple sources is a complex endeavor as one must consider the source of the document and the context in which it was written and in such a scenario students without good command of the English language totally fail to identify the context.

(c) Chronological position

Students should take note of dating; which is known, is always supplied. However, most students fall to note chronological relationship of the sources in connection with each other. Sledright (1999) asserts that as a result in answering source-based questions students tend to generalize and be farfetched as far as dating is concerned. This requires a student who reads

widely and is conversant with various topics and historical events to enable him to infer correctly and chronologically.

(d) Making judgments

Possibly the most difficult skill and one which is generally highly rewarded is the ability to bring a whole clutch of documents together. In most instances, students have a challenge in answering source-based questions because they fail to identify the theme or ask whether the source provided convincing evidence for making judgments or drawing conclusions (Sledright 1999). According to Hart (2000) most students paraphrase along the lines of the document and fail to identify the theme. In most cases their responses remain just hanging having failed to unveil the source's historical significance.

2.2.1 CHALLENGES IN TEACHING SOURCE-BASED QUESTIONS

Having looked at the challenges faced by pupils in answering source-based questions, there is need to dwell on the challenges faced by the teachers themselves in teaching the concept. Scholars revealed that lack of knowledge, lack of resources, teacher competence and composition of syllabus 2167/1 are some of the challenges.

(a) Lack of knowledge

Most teachers have challenges in teaching source-based questions because they do not have the knowledge to teach that part. Teachers' colleges have the mandate to train teachers who should come out rich in content knowledge and teaching skills (Hover and Yeager, 2003). However, most training colleges do not bother to teach teachers source-based questions and the skill of

answering them. As a result teachers who are expected to disseminate information to learners have challenges with source-based questions. No wonder the teachers avoid teaching source-based questions.

(b) Teacher competence

Some teachers who are given history to teach are untrained. Having someone teaching the subject she/he did not major in, is the order of the day in rural schools. In such a scenario teachers do not know what to do when they come across source-based questions. According to Torff and Session (2005) effective teaching is the use of a variety of learning skills and the best teaching practices disseminate information to produce desired learning outcomes. The challenge is that some teachers lack a balanced blend of pedagogical knowledge and content knowledge.

(c) Lack of resources

Teaching of source-based questions can never be a success without adequate resources. Wineburg and Wilson (1988) suggest that for best outcomes to be obtained in history learners should have enough practice. As a result shortages of relevant textbooks affect teaching of source-based questions since learners have to interpret textual and non-textual sources from textbooks. The general trend in rural school is that only the teacher's copy is available and as a result learners do not get the opportunity to go through different sources and attempt questions on their own. Gwarinda (1996) postulates that a shortage of textbooks in rural schools is an on-going problem and learners rarely access them and this impact negatively on pupils' performance.

(d) Composition of syllabus 2167

Paper one of syllabus 2167/1consists of 22 questions, one which is source-based which is optional. As a result most students shun source-based questions and teachers themselves encourage pupils to do so (ZIMSEC, 2003). They tend to sideline the fact that source-based question promote critical thinking and adequately prepare students for Advanced level. This means that non-teaching of source-based questions continues to affect pupils' performance in them. Although teachers avoid teaching source-based questions,the students during examinations attempt them and they fail dismally.

2.2.2 STRATEGIES THAT CAN BE EMPLOYED TO IMPROVE THE TEACHING AND LEARNING OF SOURCE-BASED QUESTIONS

Various scholarly views highlighted the strategies that can be employed by the teacher in order to improve the teaching of source-based questions. Provision of resources, staff developing teachers and use of various teaching methods could go a long way in improving teaching of source-based questions.

(a) Provision of teaching and learning resources

The teaching and learning of source-based question requires the availability of resources. The schools should not rely on one textbook but there should be more current textbooks for both learners and the teacher. Since most students learn by repletion, Winegurg and Wilson (2001) suggest that learners should be given more work to practice until perfection. This can only be achieved if the pupil to textbook ratio is significantly low. This is further postulated by Mwenesole (2012) that resources are crucial in determining the success or failure in the school

set up. This will also afford learners the opportunity to answer as many questions as they can before the examinations. Learners also need to be equipped with study packs.

(b) Teachers' staff development

The source- based questions can be made compulsory and this would make all teacher to teach these higher order skills. The Ministry of Primary and Secondary Education through Better Schools Programme in Zimbabwe together with subject panels should staff develop history teachers on source-based questions. These would assist the teachers to teach the subject effectively (Mapetere et al 2010) and results are likely to improve. Also in-service training is essential to improve the teaching skills.

(d) Use of a variety of teaching methods

The traditional and old lecture method most teachers employ in teaching source based questions make history a dull subject. Group work should be encouraged to allow cross pollination of ideas between learners (Tansely 1976). Those with learning difficulties can be assisted by those who are fast learners. Darling-Hammond (1998) suggest that learners should be given time to practice the skills in groups so as to benefit from each other. The methods that involve the learner in the teaching and learning process are highly motivating. This may also involve using resource person to spice up teaching and learning process.

(e) Introduce source-based questions at ZJC Level

At ordinary level, students are expected to master more skills. Therefore source- based questions can be introduced at ZJC level so that at 'O' Level they just perfect the skills.

According to Mapetere et al (2010) Z.J.C should provide a good foundation for best results at 'O' Level. Hence source-based questions should be taught effectively at Z.J.C. the source-based questions can also be made compulsory so as to cultivate critical thinking from a tender age.

2.3 SUMMARY

The chapter focused on explaining what source-based questions are and their importance in developing cognitive skills. It also highlighted challenges faced by pupils in answering source-based questions as well as challenges in teaching source-based questions. Towards the end of the chapter scholarly strategies that can be employed by teachers in the teaching and learning of source-based questions were unveiled. The next chapter looked at the research methodology in detail.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 INTRODUCTION

Having highlighted different scholarly views in the previous chapter, this chapter focused on how the researcher intended to conduct the study. It focused on the research design to be employed in carrying out the research. It also identified the population, sampling techniques as well as instruments to be used to collect data. Different ways of collecting data were also discussed as well as ways of collecting and presenting data.

3.2 RESEARCH DESIGN

According to Selliz,Wallen and Mitchie (1990) a research design is an arrangement of conditions for collection and examination of data in manner that aims to cartel relevance to the research purpose. It is also defined as a stratagem for assembling data to address research questions as well as research intentions. The researcher will use a case study research design, particularly, a single case study. For this reason the researcher used the case study research design. According to Chiromo (2009) a case study is a research that focuses on gaining an in-depth understanding of a particular entity or event at a specific time. Thus the researcher focused on a detailed investigation on a single school. Furthermore, Cohen and Manion (2007) postulate that case study is an approach to a study of an instance which means that one studies real situation, real people in their natural setting.

In other words, the researcher aimed to understand what are the challenges in the teaching and learning of source-based question and what can be done to solve the problems. The case study was constructive, that is, it aimed to solve some problems and answer why and how questions associated with the research problem. Thus participants provided information about their views on the challenges in the teaching and learning of source-based question in 'O' Level history cast in narrative, format, the descriptive case study was used to provide the most valid and accurate answers to research questions. Through the use of a single case study, the researcher had a holistic understanding and in-depth investigation on the challenges in the teaching and learning of source-based questions.

Yin (1994) points out that the potential scope of the case study format is flexible and broad. In this case the researcher explored the genesis of the problem (non teaching of source-based questions), explore what is happening and why, get opinions of involved parties, offer solutions to the problem and present outcomes in the form of recommendations. This will offer freedom to collect multiple kinds of information.

Although case studies are more qualitative, and may be unreliable and their findings might not be generalized to a larger population, the researcher used triangulation in order to strengthen interpretation. This means that the researcher made use of a variety of research instruments so that the weakness of another is complemented by another Yin (1994) postulates that despite its weakness people continue to use case study because it is unencumbered by restrictions and requirements. The researcher will be in a position to go deeper in exploring the challenges and offering solutions.

The researcher used multiple sources of evidence to establish a chain of evidence and have a draft case study report reviewed by key informants in order to uphold construct validity (Marton et al, 1988).

3.3 POPULATION AND SAMPLE

Best and Khan (1993: 13) define population as "---- any group of individuals that has one or ore characteristics in common that are of interest to the researcher". According to Chiromo (2009) population refers to all members of a defined group under study or whom information is collected from. Population can also be people, events or objects that provide the researcher with answers. The researcher used a population of 40 ordinary level pupils and six history teachers.

The researcher had a sample of the population because it is not practical to use the whole population. Melville (2001) defines a sample as a representative of the population being studied. A sample is a small group of participants chosen by the researcher to represent target population. Leedy (1980: 180) refers to the sample as "proportion that one wishes to study". In this study the researcher had a sample of four history teachers and twenty pupils. This was done because it is easy to deal with a smaller group compared to a larger number of participants and due to limited time the researcher used a smaller number.

3.3.1   Sampling procedure

These were the steps taken to regulate number of participants that were treated as a true representation of the population. Stratified random sampling was used to select pupils using the hat system. The researcher sampled 20 pupils and 4 teachers due to limited resources. The

researcher used the stratified random sampling because it is free from bias as each researcher has an equal and independent chance of being selected. In this case the selection of one individual does not affect the selection of another. The participants were also willing to participate because method of selection was fair.

In selecting the pupils a hat system was used. The researcher produces 20 pieces of papers with the word YES written on them and other 20 pieces of paper with the word NO. Ten pieces of papers with YES on them were put in a hat and the other ten with NO also on the same hat. The same was also done to the remaining papers and put in another hat. The 20 girls from the population were given the preference to make a pick from the first hat and 20 boys made a pick from the other hat. At the end 10 girls were selected as well as 10 boys. Those with YES were considered as the sample of the population.

On the other hand, purposive sampling technique was used to select teachers perceived to have specific information required for the study. Four teachers were the right personnel that suit the purpose of the study. According to Chiromo (2009) in purposive sampling the researcher selects individuals with certain characteristics that he or she is looking for. In this study the researcher need form four history teachers since they are the ones who are directly involved in teaching source-based questions, hence the use of purposive sampling.

3.4 INSTRUMENTATION

Fraenkel and Wallen (1996) postulate that instruments are devices that one can use to collect data. The researcher in this study used three research instruments to allow the researcher to

compare findings from different sources and obtain varied data. The researcher used questionnaires, focus group interviews and document analysis to collect necessary data and make sure that it is valid and reliable.

3.4.1   Questionnaires

According to Silverman (2010) a questionnaire is a set of printed questions usually with a choice of answers devised for a survey statistical study. The questionnaire has high integrity because the researcher cannot influence the subject has there is no bias. These questionnaires were self-administered to pupils and teachers.   The questionnaires enabled the researcher to get an overview of challenges faced in the teaching and learning of source-based questions.   The respondents were given ample time to respond. Semi-structure questions were given to allow for uniformity and collection of relevant information for the study. However, these questionnaires do had their merits and demerits as far as this study is concerned.

  The questionnaires enabled the researcher to get an overview of challenges faced in the teaching and learning of source-based questions. The participants were given ample time to respond. Semi-structure questions were given to allow for uniformity and collection of relevant information for the study. The questionnaires unveiled the challenges faced by both teachers and pupils as they deal with source-based questions.

Through the use of questionnaires when carrying out a research one is in a position to collect required data in the field setting where data can be fit to produce the answers needed for the investigation (Cohen, 2005). The participants have time to consider their responses before

writing them down on the questionnaires. The researcher did not put pressure on participants to offer answers within a short space of time. The use of questionnaires also ensures effective anonymity of response is assured, generally resulting in honest and non-biased responses. In this case the issue of confidentiality was upheld and the responses were free from bias.

Furthermore, the use of questionnaires is cost effective and saves time since it is distributed to many people at once and has no need to travel anywhere to meet respondents. The questionnaires were self administered in one school. In this way the researcher got a diverse range of answers from a broad section of the community through administering semi-structured questions. Questionnaires are less intrusive than telephone or face to face surveys, when a participant receives a questionnaire she or he can complete it at his or her own time hence information obtained can be more detailed. According to Neumann (2000) participants have the freedom of expression.

However, it has to be noted that a questionnaire has its own limitations. This means that there is lack of communication between the researcher and the respondent which may result in variations in interpreting questions. Participants may be influenced by their perceptions and oppositions. For example, some may regard the questions as difficult, some personalize the question, some may consider them so direct which may directly or indirectly affect the validity and reliability of the study (Chikoko and Mhloyi, 1995).

According to Cohen (2005), some participants may respond to the question while being influenced by their feelings and yet the researcher has no control of. When questions are too

long, seem to be complicated, sensitive to the respondent and if the topic under study seem to be less interesting, low response rate may be encountered (Neuman, 2001). In this case the researcher may come in and explain the questions to the participants and also ensure them of the confidentiality of the whole matter. The questionnaire limits questions to those on the questionnaire only, therefore the respondent cannot express other views in full or explain further. At times some respondents may leave blank spaces or write down silly answers or choose not to fill in the questionnaire.

3.4.2. Focus group interviews

An interview is a face to face conversation between the interviewer and respondent for the sake of finding certain information. According to Chiromo (2009), interviews reinforce and fill gaps from questionnaires. However, due to the large number of participants, that is, pupils the researcher used focus group interviews to interview pupils. Kreuger and Casey (2000) define focus group interviews as carefully planned discussions designed to obtain perceptions in a defined area of interest in a non-judgmental, non-threatening environment. This allowed the researcher to understand the experiences of participants. These focus group interviews were conducted in an informal manner. Four focus groups interviews were conducted and groups were according to sex with each group having five participants.

Just like other researcher instruments the focus group interview has its own merits and demerits hence it has to be used with other instruments to compliment its weakness. Generally the focus group interview is inexpensive and participants can build on each other's ideas and comments,

they are most likely to produce honesty responses. This means that they clearly explained the challenges they faced in learning source-based questions. Focus group interviews save time than the researcher having to interview 20 learners one by one. Race et al (1994) postulate that focus groups are a forum of change as participants are not afraid to share their experiences and develop a sense of emancipation. The pupils were eager to give out the challenges they encounter as far as source-based questions are concerned. Morgan (1988) also argue that focus group interviews give voice to the marginalized groups and give clearer understanding of the gap between what participants say and actually do. The participants were also able to air their views on how best they can be taught source-based questions. During the interviews participants were given time to think and reflect on the question and this also allowed the researcher to probe them so as to get more information.

The disadvantages of focus group interviews are that participants may be reluctant to contribute and at some point someone's feelings may be hurt. Fortunately, as far as this study was concerned there was no sensitive issue that could have hurt someone's feelings. Gibbs (1997) also argue that outspoken individuals may dominate. Thus it was necessary for the researcher to allow participants to give each other chances. Nonetheless the focus group interviews were manipulated very well and the researcher was able to fill out the gaps left out by the questionnaires.

3.3.3 Face to face interviews

These were carried out with four teachers selected as the sample. Unlike pupils the group for

teachers was manageable. Face to face interviews can be more advantageous especially to the researcher because it is possible to observe the surrounding and non-verbal communication (Masuku, 2010). Interviews have the highest responses because some respondents respond well when they discover that their ideas are being taken. It allows for complicated issues to be well explained as they allow the interviewer to make some alterations, repeat or rephrase some questions where necessary (Eiseelen, 2005).

Face to face interviews enabled the researcher to collect data free from bias by allowing whatever suspicion, fears, anxieties and concerns participants may have heard about the research and consequences (Sekaran, 2003). First and information will be obtained from the people who are directly involved, since the researcher interviewed teachers who know a lot about source-based question. It was possible to probe and ask for elaborations.

The challenge is that face to face interviews are time consuming especially in cases where misunderstandings might occur. It is possible that some interviewees might be reluctant to give information thinking that the researcher wishes to expose their follies. Interviews may also lead the interviewee to answer in a certain way just to please the researcher thus the information will be biased.

3.4.4 Document Analysis

To gather secondary data, the researcher will document analysis. Some documents such as students' exercise books, ZIMSEC examiners' reports, and teachers' schemes of work were used. Koshy (2005) postulates that document evidence includes studying documents such as policies, minutes of meetings, teachers' planning records and students' work. According to Barker (1988) records of work are essential for the purpose of assessing students' performance. Therefore, the researcher analysed, students' exercise books and teachers' schemes of work which enabled the researcher to strengthen analysis and interpretation of research findings.

Document analysis saves time of the participants since documents are always analyzed in the respondents' absence. According to Creswell (2009) documents provides information to validate data obtained from questionnaires, and interviews hence documents analysis supports other forms of evidence collected from other data collecting instruments. Through analyzing these documents the researcher was able to get information on how often the teachers give pupils source-based questions and to authenticate what they would have said in the interviews and questionnaires, how pupils answer these questions and the challenges they encounter. Analyzing ZIMSEC reports will equip the researcher with adequate information on how pupils perform and areas of concern. The researcher analyze Chief examiners' reports from 2010 to 2014 to get a general trend of candidates; performance in a space of five years.

Document analysis is very difficult to conduct since it may constitute large volumes of information and is affected by personal choices. Some documents were not reliable, for example,

the schemes of work because it is possible that someone can scheme for a lesson but not deliver it. Most examiner reports continued to give same information year in year out.

3.5 DATA COLLECTION PROCEDURES

The researcher first got an introductory letter from the Faculty of Education at Midlands State University to be allowed to research in the education sector. Then the researcher had to seek permission from the Provincial Education Director for Matabeleland North Province. After being granted permission by the PED, the researcher proceeded to Lupane District to be given a clearance to carry out research by the District Education Officer. Upon arrival at the school the researcher moved on to ask for permission from the school head to interact with teachers and pupils in order to gather information. Teachers involved were asked assist by airing views about the study. Teachers and pupils in the sample were notified about what the researcher is up to so that they participate freely and willingly. They were assured that all the data collected will be kept confidential. The researcher made use of the afternoon study time to distribute the questionnaires to the sampled group and they were asked to fill in and return the same day and the following day it was for interviews.

3.5.1. Reliability and Validity of instruments

Validity is the degree to which the research findings are free from internal and external bias (Chiromo, 2009).An instrument is valid if it measures what is supposed to measure. This is whereby the instrument yields the identical results on repeated trials. In this study the researcher

pilot tested the instruments before administering it to participants. The instruments were pilot tested in a neighboring school. The sample at the neighboring school had the same characteristics with the sample were the research was actually carried out. Burns and Grove (2001) describe a pilot study as a smaller form of future study to which is meant to refine methodology and find out the weaknesses that might be obtained in the instruments of the study. Pilot testing of instruments will be done with a different group with the same characteristics as those of the original sample

3.6 DATA ANALYSIS PLAN

Qualitative and quantitative methods were used to analyze data collected from research instruments. Qualitative data was analyzed thematically and for quantitative data the researcher used tables and bar graphs to present data. These enabled the researcher to describe facts and develop explanations. The data was analyzed by making comparison to various research instruments and that was guided by relevant literature reviewed in chapter two. In presenting and analyzing data the researcher followed the four research questions that were highlighted in chapter one. Questions from questionnaires and interviews that ask for the same kind of information were presented and analyze simultaneously. The sample of four teachers used in the study were identified as teacher X, Y and Z whereas the four focus groups were identified as group A,B,C and D. For the twenty pupils the researcher just named them as number 1 to 20.

3.7   SUMMARY

This chapter has described the methodology for studying the challenges faced in the teaching and learning of source-based questions in O' level at a rural school in Lupane. It described the

population and sampling procedure, use of various instrument, procedures for data collected and

how it will be analyzed. The next chapter will focus on data presentation, analysis and discussion

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND DISCUSSION

4.1 INTRODUCTON

The previous chapter focused on research methodology that is, describing the research design, outlining the research instruments and the procedure to be taken. This chapter focuses on presenting the data collected from teachers and students as well as that obtained from documents such as teachers' schemes of work, students' exercise books and ZIMSEC reports. The research findings were presented using frequency tables, bar graph as well as thematically. The main issues raised from these research instruments are presented, analysed and discussed in an attempt to answer the four research questions. The research questions were as follows:

- What are the challenges faced in the teaching and learning of source-based questions in history at ordinary level?

- How does teachers' and learners' attitude affect performance in source-based questions in history?

- What concepts or sources are perceived difficult in teaching and learning source-based questions at O level by teachers and pupils?

- What strategies can teachers employ in the teaching and learning of source-based questions in history.

4.2 PRESENTATION AND ANALYSIS OF FINDINGS

In this section the researcher presented data collected from the participants. The same data was also analysed after being presented qualitatively and quantitatively.

4.2.1 Challenges faced in the teaching and learning of source-based questions.

In an attempt to answer the above research question the researcher had to go through pupils performance in history, teachers competence and experience are also get information from the focus group interviews as well as face to face interviews conducted.

(a) Learners' performance

The researcher sought to find out challenges faced in the teaching and learning of source-based questions in history at ordinary level. Below is a table 4.1 showing the symbols obtained by 20 pupils in history in Term 3 2015. The pupils results were captured in order to analyse the performance of pupils in history.

Table 4.1. Pupils' performance Term 3 2015.

Symbol	A	B	C	D	E	U	Total
No of Pupils	3	3	2	4	5	3	20
Percentage	15%	15%	10%	20%	25%	15%	100%

(N=20)   Source: School based results for Term 3 2015

The researcher observed that out of the 20 pupils who were participants in the study only 8 of them passed history in term 3 2015 when they were in form three as shown in table 4.1. The

results show that there were 3As, 3Bs 2Cs, 4Ds, 5Es and 3Us. Converted to percentage it revealed that only 40% passed history the previous term 60% failed. Generally, learners do not perform well in history.

(b) Teachers' competence and experience

The teachers' qualifications and experiences have a bearing in the teaching and learning of source-based questions. Table 4.2 below shows the qualifications of four teachers that were sampled in carrying out this research.

Table 4.2: **Teachers' highest level of qualifications**.

Teacher Qualification	No of Teacher
A' Level	--
Diploma in Education	2
Teaching Degree	--
Non-Teaching Degree	1
Others (Certificate in Agriculture)	1

(N=4) Source: Questionnaires administered to teachers.

From the four teachers interviewed, two of them held diplomas in education specializing in history. One of them had a non teaching degree and the other one held a Certificate in Agriculture and was teaching ordinary level history. None of the teachers had a teaching degree or with a qualification below Advanced level. The experience of the teachers was also summarised in a bar graph below.

History Teachers' Experience

No of Years   **(N=4)**
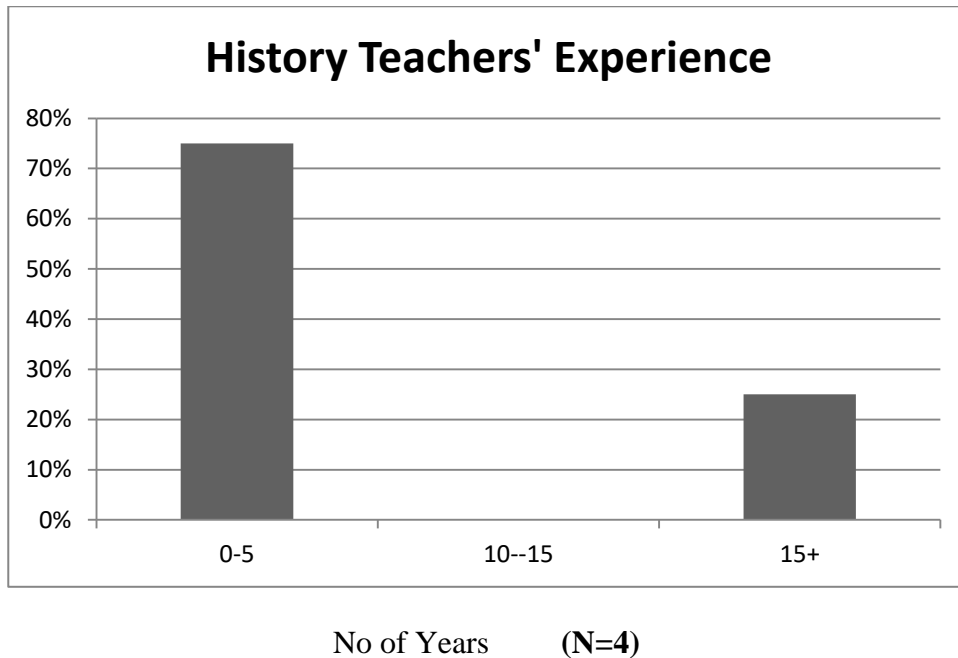
Fig 4.1 History teachers' experiences

From Fig 4.1, it is clear that three out of the four teachers have less than 5 years in the field experience. Two of them had been teaching for the past four years while the other had only 2 years experience. There was only one seasoned teacher with more than 15 years of teaching experience specializing in history and another subject as well. This reveals that teachers' experience and competence are essential in the teaching and learning of source-based questions.

(c) Lack of resources

The teachers also gave their own perspectives on this question. The four teachers interviewed pointed out that the lack of resources affect the teaching of source-based questions. One of the participants indicated that:

"The school has an extreme shortage of teaching and learning material hence the teaching of source-based questions becomes difficult."

Seventeen out of 20 pupils, that is, 85% also indicated that shortage of resources had a negative impact on their understanding of source-based questions because they fail to have adequate practice on their own. Learners were concerned that the school has critical shortage of textbooks. One learner had this to say:

"*Shortage of textbooks is really affecting our performance n history. Although we have the love for the subject the unavailability of books disturbs us. Only our teacher has access to the textbook"*

(d) Lack of practice in source-based questions

The researcher had an opportunity to go through the documents such as teachers' schemes of work, ZIMSEC examination reports and pupils' exercise books. Out of the four teachers' schemes of work checked only one teacher had schemed for source-based questions once a month and the other three teachers had not schemed for them. Indicating that the three teachers do not include the teaching of source-based questions during lesson delivery. The ZIMSEC reports from 2009 to 2015 also indicated that pupils lack the necessary skills to tackle the source-based questions. These skills were highlighted as interpretation, inferential and analysis. The Chief examiners; report 2011 indicated that:

"Many candidates failed to tackle question 1 because they lack skills like interpretation, inferential, analysis and evaluation"

The pupils' exercise books bore no evidence that enough practice in source-based questions is being done. From the findings it was established that for term 1 2016 pupils had only written two short exercises on source-based questions.

Responses from focus group interviews on the challenges faced in answering source-based questions

The researcher also sought to find out the challenges in answering and learning source-based questions. Asked on the challenges learners encounter in learning and attempting questions from maps, one participant in Group A indicated that:

"Learners fail to deduce meaning from maps and lack background information on interpreting questions."

The other participant also alluded to the fact that the maps are difficult to interpret and in most cases they are not clear. The participant had this to say:

"We really do not understand where these maps come from, they are difficult to study or comprehend, and it is as if they are disconnected from historical events".

Group B was asked to comment on the challenges the learners faced in attempting questions from pictures. The five members of the group concurred with each other on the fact that pictures are unclear, new to them and difficult to comprehend. One participant commented that:

"We fail to interpret the pictures or understand the questions asked and in most cases we would not have covered the topic in class."

The third group was asked to evaluate the cartoons as another source. Their response was almost linked to that of the group which focused on pictures as they also indicated that they encounter several challenges. One participant from Group C had this to say about cartoons:

"The challenge is that we see these cartoons for the first time and sometimes they are not very clear."

For the other group members the cartoons appeared to amuse them a lot although the problem of interpretation still existed. They agreed to the fact that if they were taught these cartoons they might be able to attempt questions. One participant argued that:

"Cartoons are quite interesting to study but the challenge is that in most cases they contain new aspects and we fail to deduce what they mean".

Group D was asked about the challenges they encounter in answering questions from extracts, one participant had this to say:

"In most cases we fail to read and understand the extracts as language is too deep for us and we cannot identify the similarities or differences between them."

For the other participants the extracts did not appear to be difficult like the other sources. Some indicated that they read and understand the questions only to become stuck when they have to infer. One participant pointed out that:

"At least for extracts we can read the passage grasp it but the implementation of the inferential skill is a problem".

Another participant also commented that:

"My performance in questions from extracts is average, the problem is that we do not get enough practice on these questions we only focus on essay questions".

Thus the researcher findings reveal that learners lack the essential skills to tackle the source-based questions as highlighted by ZIMSEC reports for 2010-2014. The fact that they also do not get adequate practice on these source-based questions affects their performance.

4.1.2 What are the sources perceived to be difficult in teaching and learning source-based questions?

The researcher had prepared a list of sources and both teachers and pupils had to choose the challenging sources that they encounter in the teaching and learning of source-based questions. The table 4.3 below indicated the response of teachers and pupils.

Table 4.1.3 Sources perceived easy and difficult by teachers and learners.

Sources	Easy (no. of teachers)	Difficult (no. of teachers)	Easy (no. of pupils)	Difficult (no. of pupils)
Maps	0	4	4	16
Cartoons	0	4	11	9
Pictures	1	3	6	14
Extracts	2	2	12	8
Speeches	0	4	2	18
Letters	0	4	0	20

Source: Information gathered from teachers and pupils questionnaires

(N=4 teachers)   **(N=20 pupils)**

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As indicated by table 4.3 the researcher observed that all the four teachers thought that maps and cartoons were very difficult for learners. For pupils 4 said the maps were easy for them while 16 considered them difficult. Unlike the teachers 11 pupils said cartoons were easy and 9 said they were difficult. Only one teacher argued that the pictures were easy while the other 3 thought they were difficult. For pictures a large number of pupils said they were difficult, that is, 14 and only 6 said they are easy. As far as extracts were concerned 2 teachers said they were easy while the other two said they are difficult. Extracts were considered easy by 12 pupils and 8 said they were difficult. Speeches and letters were also considered difficult and all the 4 teachers agreed to that. Speeches and letters were considered very difficult 18 and 20 pupils respectively.

4.1.3 How teachers' and pupils' attitude affect performance in source based questions?

Both teachers and learners attitude towards source-based questions affect performance. Only one teacher out of a total of four teachers interviewed teaches source-based questions as earlier alluded to. One pupil responded that:

"My teacher only talked about source-based questions in passing and discouraged us from focusing on them as they are difficult for our level and not important."

Another participant also showed concern about not being taught source-based questions and had this to say:

"We do wish that at least our teacher could teach us these source-based questions so that we have wider choice in the examination"

Still on the same vein, teachers do not fully cover the syllabus since they neglect the teaching of source-based questions although learners also do not give their maximum attention on these questions. Teacher Z had this to say:

"The profession requires one to produce results and it has been observed that pupils do not perform well in source-based questions. As result there is no need to ponder on something not understood".

Teacher W had this to say:

"With the caliber of the students we have, teaching source-based questions will be difficult and time consuming. That is why we concentrate on drilling them in essays".

4.1.4 Strategies that can be used to improve the teaching and learning of source-based questions.

In this section the researcher highlighted findings on the strategies to be employed in the teaching and learning of source-based questions. Participants indicated that provision of resources, use of varied teaching methods, introduction of source-based questions at ZJC and staff developing teachers might go a long way in improving performance.

Providing resources.

Response on this question came from both the teachers and learners. Teacher W suggested that:

"Equipping school with adequate resources as current textbooks will improve learners' performance."

One pupil also commented that:

"I believe that if we get enough resources to work on source-based questions we are likely to perform better and improve our skills".

Thus it is clear that even learners were for the idea that the school should offer enough resources to make the learning of source-based question quite enjoyable.

Use of varied teaching methods.

The use of various teaching methods is another important strategy in improving teaching and learning of source-based questions. Learners were asked to identify teaching methods that made them enjoy source-based question. From the table 4.4 below it is evident that group work, class discussion and seminars are teaching methods that are captivating and motivating.

Table 4.4: **Teaching methods used to teach source-based questions.**

Teaching method	No. of pupils
Group work	8
Teacher demonstration	2
Class Discussion	3
Seminars	4
Pair work	3
Total	**20**

Source: Pupils questionnaire.

Most pupils preferred group work and they were 8 of them and only 2 said that they enjoy source-based questions during teacher exposition. 3 pupils preferred class discussion and 4 were keen on seminars. 3 pupils said they prefer pair work

Introduction of source-based questions at Junior Level.

Teachers were for the idea that source-based questions be introduced at ZJC. This will go a long way in assisting learners to practise the skills from tender age. Thirteen out the 20 learners also suggested that it would be easier if the source-based questions are started in form one and they become compulsory so that they acquire the essential skills that will assist them when they get to Advanced level.

Staff developing teachers

All the four teachers interviewed in the study indicated that they lack the know-how to teach source-based questions and therefore they require staff development in the area. The fact that the teachers colleges did not dwell much on the teaching of source-based questions means that teachers need assistance in the field. Teacher Y commented that:

"When we get to schools we are made to teach history that we did not even train for, therefore to be effective we need to be staff developed time and again".

Teacher Z had this to say:

"Even though we might have taught history for a long time, there is need for frequent workshops, staff development meetings and in-service training so that we improve on our delivery in source-based questions".

4.2 DISCUSSION

All the findings revealed by the study were presented in line with the research questions. In this section the researcher discussed the findings linking them to the literature review. The researcher attempted to answer the research questions in the discussion.

(a) What are the challenges faced in the teaching and learning of source-based questions?

The researcher observed that quite a number of learners did not perform well in history the previous term as shown in table 4.1. Such performance becomes a challenge in the teaching and learning because pupils need to be very sharp and used to reading widely. With the kind of performance shown in Table 4.1, it is clear that learners have difficulties in understanding source-based questions. One of the reasons that might have resulted in such performance is the inability of the pupils to apply the skills. Neil (1994) alludes to the fact that pupils with a poor history background face a lot of challenges when exposed to high order skills associated with answering source-based questions.

It is imperative to note that the blame should not be borne by learners only. The teachers also gave their perspective on this question. Some of the challenges highlighted were shortage of resources. Teachers explained that lack of proper history textbooks with examples of source-based questions is not availed to them. In this regard, resources are very important in enhancing teaching and learning. It might be possible that history is neglected while other subjects receive textbooks. The shortage of resources directly affects the learners who need to read widely in order to understand and be able to infer in source-based questions.

The third challenge encountered in the teaching and learning of source-based questions is lack of practice on such questions. The researcher observed that teachers did not scheme for source-based questions and only one teacher gave an exercise on source-based questions once a month. This is an indication that teachers do not fully cover syllabus 2167 that encourages the teaching of source-based questions. Failure to teach or give learners written work means that they never perform well as they do not have adequate practice. This is also confirmed by Wineburg and Wilson (1988) who suggests that for best outcomes to be obtained in history learners should have enough practice.

More information from the History ZIMSEC report of 2010 indicated that learners do not have the necessary skills to answer source-based questions and have a problem in comprehending the sources. According to Glyten (1996), learners without comprehension skills usually fail to tackle source-based questions. All the ZIMSEC examiners reports indicated that learners tend to answer these questions as if they are answering English language comprehension. Most learners cannot comprehend, interpret, evaluate and analyse the sources. Thus according to Sledright (1999) in answering source-based questions learners generalise and become so farfetched in their responses.

The nature of source-based questions itself is a challenge in the teaching and learning of history. The researcher established that learners think cartoons and extracts are easier to tackle unlike pictures, maps, letters and speeches which might not be clear and they are not familiar with. All the learners indicated that the difficult sources are very complex and they require time to be internalised. This is caused by the fact that some teachers do not scheme for source-based questions let alone teach them. As a result pupils continue to fail to tackle the source-based questions.

The information obtained about teachers' competences (Table 4.2) and qualifications indicated that the history was taught by people who did not have much knowledge and one of them was not even trained to teach history. This clearly reveals that the subject is compromised and worse still source-based questions. In terms of experience the three teachers are below five years as history practitioners. Gwarinda (1996) purports that the experience is gained from doing the same task over and again in a field one is experienced in. Thus lack of experience in teaching of source-based questions is another challenge because most teachers would not understand where to start from or how to help their students.

(b) How does teachers and learners attitude affect performance in source-based questions?

Both teachers' and learners' attitude towards source-based questions affect teaching and learning. The analysis of schemes of work and learners exercise books indicated that teachers do not like teaching source-based questions and hide behind the fact that these questions are optional. The fact that learners are not taught these source-based questions make them develop negative attitude towards the items. However, not only teachers are to blame for the negative attitude because learners themselves do not give maximum attention when given such questions to attempt. Most pupils argued that they will not attempt these questions in the final examinations. This directly contradicts with what Nichol (1994) postulate that source-based questions enable pupils to develop three basic higher order skills of interpretation, analysis and synthesis. Learners who took time to attempt such questions produce very good arguments when they get to advanced level but the attitude of teachers and learners at this level creates a gap leading to poor performance.

(c)What strategies can teachers employ in the teaching and learning of source-based questions in history?

Both teachers and pupils concur that the provision of resources is essential in the teaching and learning of source-based questions. Mwenesongele (2012) postulated that resources are crucial in determining success or failure of any planned work in the school set up. The challenges in the teaching and learning of source-based questions can be eliminated if pupils get textbooks to read from and be in a position to practice on their own.

Another strategy is to ensure that teachers attend workshops to improve their skills in the delivery of the subject. In most cases where teachers are also helped to teach, they tend to produce better results. This concurs Mapetere et al (2010) who suggest that the with Ministry of Education through Better Schools Programme in Zimbabwe with subject panels should staff develop history teachers on source-based questions. Even in-service training should be availed to history teachers to enable them to teach effectively

The use of a variety of teaching methods is another important strategy in improving the teaching and learning of source-based questions and can be used to motivate learners. Mwenesole (2012) postulate that teaching methods which involve learners in the teaching and learning process are associated with better results. Pupils need to be engaged in the teaching-learning process and the pupils in table 4.4 indicated their favorite teaching methods which make them enjoy learning source-based questions.

The teachers in the study also suggested that source-based questions should be introduced at junior level since at ordinary level learners are expected to master more skills. At ordinary level learners can only perfect the skills in preparation for examinations. Mapetere et al (2012) echoes

the same idea that Junior Level should provide a good foundation for best results at ordinary level.

Some of the strategies identified by teachers and learners to improve the teaching and learning of source-based questions are use of resource person in the teaching of source-based questions will enable pupils to understand. For those teachers who are not well vexed with the teaching of source-based questions they are likely to be assisted by those with the knowledge. Furthermore, pupils need to be in possession of study packs so that they continue practicing on their own. The revisiting of syllabus 2167 and making source-based questions compulsory.

It is important that both teachers and pupils work towards overcoming these challenges in the teaching and learning of source-based questions to equip learners with various historical and cognitive skills. There is need for all the stakeholders to work together in ensuring that source-based questions are taught to the learners.

4.3 SUMMARY

In a nutshell, this chapter concentrated on data presentation, interpretation and analysing findings. The researcher used frequency tables and graphs to present and analyse data. The data was analysed following the three research questions stated earlier in Chapter 1. The challenges that are faced the teaching and learning of source-based questions at ordinary level history was discussed in this chapter. The next chapter gives a summary, recommendations and the conclusions of the study.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 INTRODUCTION

The previous chapter dealt with data presentation, analysis and discussion and data was presented and under the three research questions. The main focus of this chapter is to summarise the whole research project by giving a brief outline of the whole study, conclusions and recommendations to counter the challenges faced in the teaching and learning source-based questions at ordinary level history. The chapter also gives findings and recommendations.

5.2 SUMMARY

The study was designed to investigate the challenges faced in the teaching and learning of source-based questions at ordinary level history from one high school in Lupane district. The researcher was motivated to carry out the study of this nature because of what she noticed as a history class practitioner that most learners avoid source-based questions and those who do attempt them do not perform well. The teachers also faced problems in delivering lessons on source-based questions. The research problem was then broken down to three research questions outlined in chapter one and they also determined the direction of investigation of the study.

The second chapter dealt with literature review related to the challenges in the teaching and learning of source-based questions and views from various scholars were highlighted views of various scholars. Literature review revealed that challenges in the teaching and learning of source-based questions emanated long time back and that is why source-based question became

optional. Some of the challenges highlighted by Jordan (2010) included lack of resources, lack of skills by learners and negative attitude of learners.

To collect authentic and reliable data and get the research done, the researcher used a single case study research design. According to Chiromo (2009) a case study focuses on gaining in-depth understanding of a particular entity or event at a specific time. The type of research design helped the researcher to describe and interpret the challenges in the teaching and learning of source-based questions. Moreover, the research design assisted the researcher to identify population and sample. The questionnaires were designed in special way to collect adequate information and their weaknesses were complemented by other research instruments such as focus group interviews and document analysis. For data collection the researcher used one school and interacted with four history students and 20 learners doing o' level.

In chapter four data obtained from the field was presented, interpreted and analysed. The researcher used frequency tables and graphs and analysis was done under three research questions highlighted in the first chapter. Information collected from respondents was scrutinised and conclusions drawn from there. Both the teachers and learners had problems regarding the teaching and learning of source-based questions and at the end showed negative attitude towards such questions although at the end they suggested strategies to employ.

5.3 CONCLUSIONS

The research findings revealed that teachers and learners face challenges in the teaching and learning of source-based questions. The poor performance in history, lack of resources, nature of source-based questions and learners' attitude are challenges faced by teachers. The challenges in

pupils learning are nature the of questions, the teachers' attitude, lack of practice and reluctance to read widely by the learner.

From the information collected the use of teaching methods such as lecture method and teacher exposition neglect the learner in the teaching-learning process and at the end develop negative attitude. The study revealed that some teachers do not bother to teach source-based questions because in paper 1 source-based questions are optional and as a result pupils do not develop high order skills. The researcher also noted with concern that the issue of lack of resources in schools affect performance in source-based questions and particularly history as a subject.

The researcher therefore concludes that the combination of problems faced by teachers and learners are factors that contribute to the challenges faced in the teaching and learning of source-based questions at ordinary level history.

5.4 RECOMMENDATIONS

In light of related literature review and research findings highlighted in chapter four, the study puts forward the following recommendations:

- Having found out that most teachers do not teach source-based questions at ordinary level and those that do, do not give a lot of written exercise, the study therefore recommends that source-based questions be made compulsory in O' level paper one history and also be introduced at Junior Certificate level.

- The information from respondents indicated that the school does not have enough resources, in light of this, the researcher recommend the school administrators to provide the subject with textbooks, study packs and other teaching and learning material such as maps. If it is possible schools should pull resources together as clusters to assist the learners,

- Having established that most teachers do not have much knowledge on how to teach source-based questions, the study recommends that the history department should have regular staff development meetings and workshops to equip teachers with necessary skills to teach source-based questions.

- Having found that teachers gave learners inadequate written work on source-based questions, the study recommends, that teachers should give exercises in line with the Provincial Education Director Circular No.2 of 2014 regarding number of exercises to be given in each subject area.

- The teaching of source-based questions to start at junior level to allow pupils to continue nourishing the skills associated with source-based questions.

5.5 FURTHER RECOMMENDATIONS
- Research can be conducted with a larger sample instead of focusing on one school. Since this study was carried in only one school, further studies can be done in different schools in the district to validate the findings.

- Further studies to focus on areas like teacher competence which teachers are required to possess to improve on the teaching and learning of source-based questions in history at ordinary level.

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LIST OF APPENDICES

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FACULTY OF EDUCATION
DEPARTMENT OF APPLIED EDUCATION

TO WHOM IT MAY CONCERN

The bearer.... MSIPA .... MANIBONSKA ....is a B.Ed/
MED/PGDE student at this University. She / he has to undertake research on the title:
...CHALLENGES ... FACED ... IN ... THE ... TEACHING ... AND
...LEARNING ... OF ... SOURCE - BASED ... QUESTIONS ... AT
...ORDINARY ... LEVEL ... HISTORY...
He/she is required to present a Research Project in partial fulfilment of the degree
programme.

In this regard, the university kindly requests both your institution and personnel's
assistance in this student's research endeavours.

Your co-operation and assistance is greatly appreciated.

Thank you

....
Mrs Shoko B
(Acting Chairperson –Applied Education)

2 6 FEB 2016

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Ministry of Primary and Secondary Education
Matabeleland North Province
P O Box 555
Bulawayo
Zimbabwe

08 March 2016

Midlands State University
P Bag 9055
Gweru

<u>Attention:</u> Mayibongwe Msipa

<u>REQUEST FOR PERMISSION TO CONDUCT A RESEARCH AT SIBEMBENE HIGH SCHOOL: LUPANE DISTRICT: MATABELELAND NORTH PROVINCE</u>

Reference is made to your letter dated 02 March 2016 requesting for permission to conduct a research *entitled Challenges faced in the teaching and learning of source-based questions at Ordinary level – History* at Sibambene High School in Lupane district, Matabeleland North Province.

Permission is hereby granted for you to conduct your research in the above mentioned district. However, your research should not in any way disturb the smooth running of lessons.

You will be required to furnish the Province with a copy of your findings after the research.

<u>NB:</u> Before proceeding to the school please ensure that you pass through the office of the District Education Officer – Lupane.

Mnguni B. (Mrs.)
Provincial Education Director – Matabeleland North.

<u>QUESTIONNAIRE FOR TEACHERS</u>

My name is Mayibongwe Msipa, a student at Midlands State University. I am carrying out a research project titled "Challenges faced in the teaching and learning of source-based questions at Ordinary level History". May you please assist me by filling in the following questionnaire. All the information that you will provide shall be used for academic purposes only and be treated in strict confidentiality.

<u>SECTION A</u>

1. Show your highest level of professional qualification?

   Teaching Diploma ☐

   Teaching Degree ☐

   Non-teaching Degree ☐

   Others Specify---

2. Show your experience as an Ordinary level teacher (Years)

   0-5 ☐   10-15 ☐   15+ ☐

3. Are you a ZIMSEC examiner?   Yes ☐   No ☐

   <u>SECTION B</u>

   1. What method do you use most when teaching source-based questions?

      Group work ☐

      Teacher exposition ☐

      Demonstration ☐

      Class discussion ☐

      Others (specify) ---

   2. Explain why you prefer the method above?

      _____

      _____

3. How often do you give your students an exercise on source-based questions per month?

None ☐   Once ☐   Twice ☐   Thrice ☐

4. What skills do you test pupils in source-based questions? (*Tick any relevant box or boxes*

Knowledge ☐   Comprehension ☐

Application ☐   Analysis ☐

Synthesis ☐   Evaluation ☐

All of them ☐

5. From the list of sources provided in the table below, which one do you find challenging when teaching source-based questions?

Topic	Easy	Difficult
Maps		
Cartoons		
Pictures		
Extracts from texts		
Speeches		
Letters		

6. In your view as a history teacher what do you think are the causes of poor performance in source-based questions?

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7. What do you think can be done to make the teaching of and learning of source-based questions more effective at Ordinary level? Explain your answer.

QUESTIONNAIRE FOR PUPILS

I am student at Midlands State University doing a Bachelor of Education Degree in history. I am carrying out a research project entitled "Challenges faced in teaching and learning of source-based questions at Ordinary level History". All the information gathered will be used for educational purposes and in strict confidentiality hence do not write your name anywhere in this questionnaire. Your co-operation will be highly appreciated. Please indicate your preferred responses by ticking. If you are required to specify do so in spaces provided.

SECTION A

1. Did you pass History last term?   Yes ☐   No ☐
   (a) Indicate your symbol----------------------
2. From the list of sources below, show the level of difficult for each
   (a)

Source	Easy	Difficult
Maps		
Cartoons		
Pictures		
Extracts from texts		
Speeches		
Letters		

   (b) Give reasons for sources that are:
      (i)   Easy--

(ii)   Difficult---

3. In your view what do you think are the challenges that you are facing in the learning of source-based questions at o;level?

----

4. Below is a list of source-based questions that are used by yor teacher when teaching. Which method enables you to understand and enjoy source-based questions?

Teacher exposition(lecture method)	
Group work	
Teacher demonstration	
Class discussion	
Individual participation	
Seminars	
Pairwork	

(b)Give reasons for choosing the teaching method in (a) above

_____

_____

_____

5. As a history student suggest ways that can be used to make learners enjoy source-based questions at O'level?

_____

_____

_____

_____

6. DO you think that source-based questions should be done at O'level or it is a waste of time and resources?

_____

_____

_____

INTERVIEW GUIDE FOR TEACHERS

1. For how long have you been teaching History at Ordinary level?

2. How often do you give learners exercises on source-based questions?

3. Do you use a variety of teaching methods when teaching source-based questions?

4. In your view which methods are more effective in teaching source-based questions? Explain.

5. When teaching source-based questions, which types sources are difficult to teach?

6. Do you hold meetings and workshops with neighbouring schools to ensure effective teaching of source-based questions at Ordinary level?

7. In your opinion what value is attached to teaching and learning of source-based questions at Ordinary level?

8. What challenges do you encounter when teaching source-based questions?

9. What action can be taken to rectify the challenges you highlighted above?

10. Does the learners' attitude have a bearing on their performance in history at Ordinary level?

FOCUS GROUP INTERVIEWS

1. Which type of sources have you come across in learning source-based questions?

2. What challenges have you encountered in answering questions from:

    (a) Maps

    (b) Pictures

    (c) Cartoons

    (d) Extracts from texts

3. What do you think can be done to counter the problems that you face when learning source-based questions?

4. Do you see the significance of doing source-based questions at Ordinary level?