

MIDLANDS STATE UNIVERSITY



FACULTY OF EDUCATION

DEPARTMENT OF APPLIED EDUCATION

AN INVESTIGATION INTO THE CAUSES OF LEARNERS' NEGATIVE ATTITUDE
TOWARDS HISTORY AT SECONDARY SCHOOL LEVEL IN MOUNT DARWIN
RURAL DISTRICT SCHOOLS

BY

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GWERU

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DECLARATION

I Mukweshu Ropafadzo declare that this research is **my own** original work and has not been presented for a degree in any other University. All the sources that I have used or quoted have been **indicated and acknowledged** by means of complete references.

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Signature

DEDICATION

I dedicate this study to my beloved father Mr Sailus and mother Mrs Susan Mukwasha, my siblings Mildred, Rachael, Portiphar and Rejoice whose unforgettable inspiration helped me realize the full potential of education and the essence of hard work.

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ABSTRACT

The study sought to examine the causes of learners' negative attitudes towards History at Secondary School level in Mount Darwin District Rural Schools. The study also offers the ways that can be used to improve learners' attitudes. Mount Darwin District has 47 Secondary Schools. For the purpose of this study the researcher focused on 3 rural schools only. The researcher used a sample of 45 learners, 15 teachers and 3 Heads of Departments'. The descriptive survey research design was used to gather pertinent information. Questionnaires for pupils and teachers and interviews for History head of departments were used to gather relevant data for the study. The researcher used Purposive sampling to select the schools. Simple random sampling was used in the selection of teachers and pupils. From the study it materialized that learners' in Mount Darwin District rural schools develop negative attitudes due to the way the subject is taught, shortage of History material resources, the influence of parents and guardians, teacher attitudes, introduction of STEM and the introduction of the New Curriculum. Nevertheless, the researcher also concluded that even though learners developed negative attitudes towards History at Secondary level, they can be stimulated by effectively equipping the schools with enough History material resources, making use of the interactive methodologies and empowering the parents or guardians on the value of History in their pupil's lives. The researcher recommended that the teachers should always avoid expository methods of teaching History and that career guidance should be given to the students at an earlier stage.

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ACRONYMS

- **NGO'S** Non-Governmental Organizations
- **UNICEF** United Nations International Children Emergency Fund
- **ZJC** Zimbabwe Junior Certificate
- **'O' LEVEL** Ordinary Level
- **MED** Master of Education
- **BED** Bachelor of Education
- **B.Sc Ed** Bachelor of Science Education
- **STEM** Science, Technology and Engineering and Mathematics

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CHAPTER 1

THE RESEARCH PROBLEM

1.0 Introduction

The main purpose of this study is to investigate the causes of learners' negative attitudes towards History in Mount Darwin District rural schools. This chapter presents the background to study, nature, scope and context of the research problem, the objectives of the research, research questions, and significance of the study, Delimitations of the study and limitations of the study. Finally definition of terms will also be considered.

1.1 Background of the study

The researcher was motivated to investigate on the causes of learners' negative attitudes towards History at Secondary school level in Mount Darwin District. The development of negative attitudes affects learners' interests as well as performance towards History. Thus, the researcher has realised that, there is a need to investigate into what exactly causes the development of negative attitudes towards History. For the purpose of this study the researcher is going to focus on rural schools only since they are experiencing learners' attitudes most.

History is an integral part of the secondary school curriculum and a separate discipline in the school curriculum. In Zimbabwe, it has been given prominence since the attainment of independence in 1980. Nyamwembe (2006) asserts that a study of History builds the capacity of people to make informed choices in order to contribute constructively to the society and democracy. History is also not just an object of human curiosity but a source of emotional security that gives maturity, stability and self-confidence (Slater, 1995). Ayot (1979) explains that History is the memory of human experience .He further argues that if human experience is ignored and forgotten we would cease to realise our responsibility and without history of

our past, we would not be able to know who we are, who our relatives are, how we came what we are today. David and Obadiah (2016) concurs with Ayot saying, the importance of studying History as a subject lies in the fact that it puts into perspective humanity past events , accounts and how they impact on people lives today. Without some rudimentary knowledge of History, says Daniels (1981) we become victims of collective amnesia, groping in the darkness of our identity. Nyamwembe, Ondigi and Kiio (2013) concluded that we would be in darkness about our identity.

History helps to improve political and cultural understanding .The United Kingdom research, Phillips (2000) asserts that despite the increasing ethnic and diversification across U.K, school history continues to be seen to contribute to strongly to shaping of British national identity via its impact on young people’s political and cultural understanding. The importance of History was also explained by Gordon Brown’s words. According to Gordon Brown (2006,p.56), “we should not recoil from our national history, rather we should make it more central to our education and I propose that British History should be given much more prominence in our curriculum”.

History also helps us to identify our African indigenous culture. The Kenyan Report of National Committee on Educational Objectives and Policies (1976) supports the above view saying African Traditional had gone great by guiding the development of the society. It stated that a society that cannot define, uphold and teach its values would inevitably be subject to invasion by other values that may have no real survival value in the long run .Nyamwembe et al (2013) asserts that, Gachathi 1976 passed a recommendation commonly known as recommendation 142 which emphasised the teaching and learning of cultural subjects giving emphasis to local culture and History.

History also helps in the construction of reasonable judgement in life experiences. It also develops critical thinking skills and problem solving skills. Nasibi (2015) points out that through the learning of history we develop reasonable judgement and intelligent action by learning from past experiences.

Considering the importance of History it is surprising to learn that, Kiiro (2012) concluded that History is no longer a popular subject amongst learners. He further argues that, History is not a popular subject in some schools worldwide because it does not give learners that guarantee of job security hence they may be a serious exodus from History to other subjects that guarantee job security. David and Obadiah (2016) supported the above view saying, the society today tends to place high priority on sciences and technology. He went on saying that secondary school students are therefore looking for marketable subjects that can open doors for them to in the current job market locally as well as abroad once they leave school.

The emphasis given to science subjects Science, Technology and Engineering and Mathematics (STEM) reduced the attention needed on humanities and languages. Students that are registering for STEM for advanced level are going to have free education. Gambanga (2016) postulated that According to the Herald , the statement made by the Minister of Higher and Tertiary Education Science and Technology, Professor Jonathan Moyo also pointed out that schools which register full lower sixth forms STEM classes in 2016 stand a chance to win a cash price of 100,000 and a bus. He further assets that other incentives thrown into the promotion of STEM, includes a trip to United Kingdom, 100 laptops and 100 iPads to be given to the lucky lower sixth students. This strong push undoubtedly changed the minds of parents, teachers, learners towards the non-science subjects in the curriculum .This has contributed to the development of negative attitude towards the teaching and learning of History. Nyamwembe et al (2013) supported the above idea saying, the bias in sciences has pushed History to a corner. This marketability of subjects in relation to the job market may

relocate History to the rank of lower importance subject .Considering the importance of History the researcher discovered that it is important to investigate the causes of the development of learners negative attitudes towards History.

It is against this background, that the researcher carried out this study so as to ascertain the causes of learners' negative attitudes towards History in the region, Mount District rural schools in particular. The research would then try to give possible explanations to the causes of negative attitudes towards History so as to improve the attitude.

1.2 Statement of the problem

History is not only a leeway to tertiary education and employment but also a subject which brings about several advantages when studied at Secondary School level. In spite of the significant role played by History, it is still unclear as to why learners' develops negative attitudes towards History. Thus, the researcher sought to find out why learners develop negative attitudes towards History in Mount Darwin District rural Secondary Schools since the subject has the potential of transforming learners' lives if taken seriously.

In Zimbabwe, there has been relatively little research into learners' attitudes towards History. Nyamwembe (2013) concluded that there seems to be little interest in attitudes research. Thus, attitudes of students towards History have hardly looked into. It is against this problem that necessitated the study so as to ascertain the causes of learners' negative attitudes towards History in Mount District rural schools.

1.3 Objectives of the Study

Main Objective

The main objective of this study is to investigate the causes of learners' negative attitudes towards History at Secondary school level in rural schools.

The specific objectives underlying this study were:

- To establish if the teaching and learning of History influence learners' attitudes.
- To establish the influence of resource availability on the development of learners' attitudes
- To establish the role of parents or guardians on the development of learners' attitudes.
- To establish if teachers' opinions or attitudes affects learners' attitudes.

1.4 Research questions

- How does the teaching and learning of History affect learners' attitudes?
- How does the resource availability and teaching environment affect learners' attitudes?
- How are the learner's attitudes influenced by parents or guardians?
- How does teachers' attitude towards History influence pupils' attitudes?

1.5. Significance of the study

1.5.1 Administrators

It is assumed that the study would provide administrators with the knowledge of the causes of learners' negative attitudes towards History and the correctional measures to be adopted to improve the learners' attitude in History in Mount Darwin District rural schools.

1.5.2 Researcher

The study is important to the researcher as a source of training ground for both academic and teaching skill. Equipped with the causes of the learners' negative attitudes, the researcher professional capacity is enhanced in research methods. Accountability when solving similar problems in life also developed.

1.5.3 Teachers

The study would provide knowledge to the teachers and heads of schools on the effects of unfavourable learning and teaching environment. The teacher will benefit from this study on the selection of methodologies that will entice students to like History.

1.5.4 Government

It is assumed that the research will be useful to the government authorities as it will determine the type of material and human resources needed in schools.

1.5.5 Parents and Pupils

The research is more important to the parents as it helps them being aware that History is crucial to child learning as well as development as a whole. Pupils are going to benefit as the research helps to improve their attitudes towards History. Generally, pupils are the most beneficiaries of this study because a lot of recommendations are of their benefit due to upgrading of educational system.

1.6 Assumptions

This research is based on the following assumptions

- The sample population would be a fair representation of the whole population.
- The respondents have various attitudes towards studying History.

1.7. Delimitations of the study

According to Simon (2011) delimitations are those characteristics that limit the scope and boundaries of the study. The research is conducted in Mount Darwin District rural area. There are about 47 secondary schools and only a sample of three rural schools is going to be used in the research. The chosen schools in the district were under the same responsible authority because of the distance involved between the schools. The researcher chosen rural schools

since these are experiencing learners' negative attitude most. The researcher also resides in the cited area.

1.8. Limitations

Limitations are potential weaknesses in a study that are out of the researcher's control, (Simon, 2011). The study is limited to only three secondary schools in Mount Darwin District. This is due to several problems that were encountered by the researcher during the study. These include time, transport problem, co-operation of the school authorities and pupils attitudes when completing questionnaires, lack of funds for production of questionnaires and other materials needed. Students' bias towards the teacher can also affect objectivity towards the subject. Some students also could not separate the teacher from the subject so instead of giving objective opinion about their attitude towards History they tended to judge the teacher.

The limitations or weaknesses in the design of this research is that it focuses on the causes of learners negative attitudes towards History in Mount Darwin District, which may not necessarily represent the wide spectrum of problems in rural schools in Zimbabwe. However because of the need to carry out the research, the researcher decided to carry out the research using the three schools that were close to each other.

1.9. Definitions of terms

- **Attitude-** This is a negative or positive emotional relationship with the learnt pre disposition toward the teaching and learning of History.

Attitude can also be defined as students thought, feelings and actions towards History.

- **Population-** is a group of individuals , events or objects that share a common characteristic an represents a whole or some cases involved in a study ,(Fox and Bayat ,2007)

- **Sample-** is a smaller group or subset of the total population , (Cohen et al ,2011)
- **Performance** –is the measurable ability registered by students and it is normally assessed at the end of learning, (Timothy, 2010).
- **Learners-** for the purpose of this study, learners are those in form 2, 3 and 4 who had adequate exposure of learning History.
- **Respondents-** For the purpose of this study, respondents are the learners, teachers and Heads of Departments who participated in this study.

1.10 Summary

The chapter has provided the information on the background of the study, statement of the problem, purpose of study, research sub- problems, and significance of the study, Assumptions, Delimitation of the study, Limitations and definition of terms. The next chapter will provide a literature review on the causes of learners attitudes towards learning History.

CHAPTER 2

REVIEW OF RELATED LITERATURE

2.0 Introduction

According to Keya et al (1989) literature review enables the researcher to locate literature in a variety of sources, read it carefully and thoroughly evaluate the content before breaking it down and organising it along themes of study. This chapter focuses on significant information related to factors that contribute to the development of learners' negative attitudes. This section is guided by research questions which emerged while trying to investigate on the study. The researcher looked at what other authorities say about the negative attitudes of learners towards History, basically on the influence of resource availability and teaching environment, the role parents or guardians, teachers' attitudes towards History and the teaching and learning of History on learners' attitude towards History.

2.1 Attitude

The main focus of this study is to determine the causes of learners' negative attitudes towards History at secondary school level. It is therefore significant to discuss briefly the concept attitude. Wortman (1981) asserts that the concept of attitude itself is rather difficult to define. Nyamwembe et al (2013) proclaims that many psychologists have offered definitions and not all of them agree. Wortman (1981) is of the view that an attitude is a learned, relatively enduring predisposition to respond to a given object in a consistent favourable way. In tandem, Nyamwembe et al (2013) agreed that an attitude is an orientation towards or tendency or predisposition to respond in a specific manner to particular stimuli, including

people, objects and situation. Thus attitudes can be defined as thoughts, feelings and actions towards something and these can be negative or positive.

2.2 Teaching and Learning of History

Crookall (1972) asserts that the reason children dislike History is definitely related to the way it is taught. Gora (2016) proclaims that it is the teacher's prerogative to create a conducive and interesting environment that lures attention of the learners towards the teaching and learning of History. This clearly explains that the teaching methods employed by the teacher have a lot to do on learners attitudes towards any learning area. It has been reported that the teaching methodology largely adopted in schools is the traditional teacher –fronted, non-committal teachers, lack of interaction and bond between teachers and students, (Dhirau, 2016). Learning process should be enjoyable where the teaching approach used could attract learners' attention, develop interest and ensure students participation in the classroom.

Agiro (1990) in his study on the factors affecting the teaching of History in Secondary schools in Addis Ababa, Ethiopia found that teachers overemphasise the lecture method. Lecture method should be discouraged and students should be given an opportunity to participate in classroom discussion, presenting reports and visiting Historical sites (Agiro, 1990). Agiro (1990) concluded that his study was not exhaustive and a research must be carried on the attitudes of secondary schools in learning History. Thus teachers are expected to employ various methods of teaching to motivate learners. In affirmation, Kochhar (2000) argues that pedagogical approaches need to be well structured and systematic for effective learning to take place .This implies that teaching methods have a great bearing on the attitudes as well as performance of learners.

Additionally on teacher influence on learners' attitudes towards Christian Religious Education in Zambian schools, Chemutai (2015) noted that, the amount of teacher pupil interaction revealed that long periods of excessive note-taking may be desirable when pupils do not have their textbooks, but frequently the activity reflects inappropriate training and lack of imagination on the part of the teacher. He further postulated that, the teacher needs to vary the methods of teaching and be creative lest the learners lose interest in the subject. The researcher noted that teachers who only lecture find it hard to know whether learners understand whatever is being taught and to keep learners attention. Thus, the use of learner centred approach guarantee better understanding of the concept being taught. If learners failed to understand the concept under discussion, their attitude towards the subject as well as the teacher will be affected.

In an attempt to find out which activities motivate pupils to learn, The Welsh history project (2000, p.21) reported that, "the interesting approaches identified by pupils included debates and discussions, stories of famous people, videos, investigate or individual work and field work". In agreement, Joseph (2011) in his findings revealed that students generally expressed preference for interactive class sessions where they are given opportunity to share information and engage in critical thinking activities. He further asserts that, participants felt that excessive note taking and long lectures served to lessen their enjoyment of the subject. He concluded that all participants suggested that field trips, visual aids and other graphic presentations would stimulate great interest in History. This highlighted that learners are not in favour of adjusting their thinking to suit that of their teachers. Bidulph's (2001) research noted that, learners are critical of the tasks that employed periods of more passive learning methods such as filling in work sheets and working from textbooks. If they are forced, then the development of negative attitudes towards a certain learning area is undoubtedly inevitable.

Furthermore, Padururu (2006) noted that teacher reliance on the textbook as the only authoritative source did not encourage improved understanding of concepts about History. In support of the above view, Halden (1986) investigates student beliefs about what constitutes a historical explanation, he argue that in order to understand the information presented in History lessons, learners must first come to terms with what the information is supposed to explain. Harris (2013) opines that whether consciously or unconsciously all teachers bring to classroom their own philosophy of teaching, or learners also bring to classroom certain expectations about the roles of teachers and learners in the learning process. Thus, there appears to be a gap between teachers and learners hence the development of negative attitudes towards a certain learning area.

In addition, other researches pointed out that it is the teachers' prerogative to identify learners' interests first before teaching as they contributed most to the development of attitudes towards a certain learning area. Long (1971) argues that every teacher should find out the interests of students before he or she teaches. He further argues that even if many methods are just introduced without finding the viewpoint of the learners, the teaching is likely to be unsuccessful. In tandem, with the above Kiio (1999) in her study on the methods and materials used to teach History and Agiro (1990) in his study on the factors affecting the teaching of History recommended a further study on learners' attitudes towards History.

Apart from the point raised above, Gora (2016) argues that, many schools tend to underestimate the importance of time allocation to the subject. She further concluded that schools tend to ignore the demands of the subject in terms of teaching time allocation. Mynard (2005) substantiate the above view saying that reduction in time allocation to History both in primary and secondary schools is a cause of fragmented teaching and inadequate

attention to the overview and links with other subjects. Thus the teachers failed to prepare attractive lessons that lure student participation as well as performance.

2.3 How does resource availability and environment influence learners attitudes

Availability of resources also impacts greatly on learners attitudes towards History. These include both human and materials resources which are important for teaching and learning. Afolabi (2010) found out that most of the schools lacked adequate teaching and learning resources such as textbooks, teachers guides , reference maps , game facilities and stationary. Gora (2016) added that pupils brought to school the resources they could get from their homes .This implies that, attitudes as well as performance in schools are affected by the lack physical facilities and the teaching which the school may lack.

Munn (2009) argues that the school environment might also be the source of poor performance if learners support materials are not adequate. Therefore, inadequate human and material resources impact negatively on the teaching and learning activities. In corroboration, Gora (2016) concluded that teaching aids or resources are necessary and the chances of greater perception, understanding, reinforcement and retention of the subject matter may be improved.

In addition, Gichura (2003) pointed out that the importance of textbooks in teaching and learning process has been widely recognised in literature. Textbooks provide structure and order in the teaching and learning process, Johnson (2006) and Trivoga (2010). Textbooks are useful and effective tools or instruments whose purposes facilitate the work of the teacher on daily basis. Johnson (2006) proclaimed that, textbooks give students stability and confidence. In tandem , Trivoga (2010) observes that , textbook provides confidence and security to the inexperienced teachers .Therefore the school should be in a possession of

various textbooks especially under History to cater for both learners and teachers for the learning process to be effective. Gora (2016) concluded that if there are no textbooks both teachers and pupils feel insecure. Probing deeper into what other researchers discovered, it is clear that the main teaching and learning material in History is based on the textbook, hence the school is expected to provide various types of textbooks.

Lingam and Lingam (2013) proclaimed that, in Fughi Islands the textbooks were either outdated or not available in sufficient numbers in some several schools. The situation is worsened by lack of instructional materials, (Seniwoliba, 2013). In affirmation, Johnson (2006) concluded that in some cases one textbook is shared between six or more pupils or no textbooks at all. The shortage of textbooks usually forced the teacher to incorporate methods of teaching that do not motivate learners. The issue of inadequate textbooks discourage pupils hence they ended developing negative attitude towards the subject.

History is a subject in which learners are expected to establish judgement on the topic under discussion. This explains that learners should have a reading culture. Probing deeper into the above view, it is clear that schools should have a variety of textbooks and this explains the importance of a school library in a learning environment. Gora (2016) has it that, the library is one of the facility in which most of institutions are experiencing difficulties to establish. She further noted that, they are not adequately equipped with resources to facilitate the teaching and learning process. To substantiate the above view, Afolabi (2010, p. 15) has the claim that “some schools instructional libraries as well as teachers resource centres are poorly equipped in terms of books, modern journals and funds are not available to purchase new publications or obtain database facilities for accessing library information from the internet” Thus teachers in these areas ended up adopting old methods of teaching that does not entice student interest as well as motivation.

Furthermore, other researches pointed out that libraries encouraged critical thinking as they cultivate reading culture. Krola (2005,p.3) argues that, “libraries contributed to lifelong learning, literacy enhancement , informal citizenship, recreation , creative imagination , individual research and critical thinking” .In tandem, Mji and Mkgato (2006) noted that library usage contributes to the improvement of learners higher order learning skills, such as analysis, problem solving and evaluation. For instance in Ghana, Seniwoliba (2013) noted that libraries are not fully utilised by teachers and learners. If the given information is correct especially on the part of the teacher, it is clear that learners are given inadequate information on the subject hence they develop negative attitudes towards the subject.

In addition, other researches had found out that resources like history rooms still remain an exception. Seniwoliba (2013) asserts that the provision of designated History rooms, access to audio –visual equipment and the availability of teaching facilities and classes are indicative of the supportive environment that exists within the school. Etsy (2005) supported the above view saying, teachers have tried to develop historical atmosphere in their classrooms through display of charts, maps and subject project in written pictorial and model form .He further concluded that where teachers have their own classrooms , it is possible to display subject relevant material. Thus this improves learners’ attitudes toward History.

Apart from the above view, other researches pointed out that the learning environment contributed most to the development of attitudes both positive and negative. According to Webster’s comprehensive dictionary, environment can be defined as the sum, total of all surroundings of a living organism including natural forces and other living things which provide conditions for development and growth as well as danger and damage. According to Chakwuemeka (2013) environment plays major roles in the life of every individual whether a student, a teacher, employer or employee. The environment constitutes important aspects of

learning process. Munn (2009) concluded that the environment created the needed conditions for effectiveness of teaching and learning. It is therefore pertinent to critically look on the environmental factors that influence academic performance, attitudes of students and measures that can help improve them.

According to Oriere (2007) classroom forms a very crucial part of the school environment and no meaningful learning can take place where classrooms do not exist. It is a pivot of every learning interaction between the teacher and the learners. Oriere (2007) further pointed out that, the teaching and learning process takes place mostly in the classroom. The National Council on Education subsequently laid down that secondary class size should not exceed 35 pupils, (UNESCO, 2000). Aluede, Okhiku, Esmah, and Ojemhenkele (2010) observed classrooms have now become human poultry, where more than 50 students are crammed in one classroom in which it is at variance with the expected. In agreement, Afolabi (2010) observed that, in the majority of Nigerian Secondary schools, the classroom accommodation is grossly inadequate. This is mainly due to large enrolment in these schools. Classrooms designed for only thirty or fifty students were found sharing chairs, standing up, sitting on windows or broken desks (Afolabi, 2010). Thus when the students are overcrowded like this, there is stalling of the teaching process and a disruption of learners activity, a situation that militates against effective learning.

Other researches also pointed out that, sitting arrangement also plays a significant role in the development of attitudes and impacts greatly on the learning activities. Hannah (2013) noted that, the standard for many classrooms today is to have desks aligned in rows within classroom. He further argues that, this system of arrangement seems to make students lose focus and creates a higher number of disruptions. The sitting arrangement does not encourage interaction between students and focuses more on the student as an individual completing

their work. Hannah (2013) concluded that humans are social creatures that want attention and if they are not able to get it from their classmates then they will commonly act out to get attention from their teacher.

Additionally , class organisation impacts greatly on learners attitudes as well as discipline .Hannah (2013) opined that , when the learner walks into a classroom and sees that there is a large mess on the teacher on the teacher's table and items scattered around the floor, the learner can get the idea that the teacher doesn't pay a lot of attention .He went on saying that with this mind set the student may began to look at what other flaws the teacher might have .Thus , if the teacher does not show that they care about the organisation then the student will most likely to develop that attitude as well. All the above can play in determining whether the classroom is conducive for learning and each may not have a large effect individually , however together they can work to strengthen learners ability to learn.

Kigotho (2009) articulates that as students spent most of their time every day at their schools apart from home and the school poses its own influence in shaping students personality as the socialisation process occurs mostly in schools. Therefore, it implies that the school should provide a conducive environment that facilitate learning as well as cultivating positive attitudes .Harris (2013) postulated that poor infrastructure, inconvenient learning environment especially in rural schools are amongst the contributing factors , for example deteriorating conditions of school structure, roof leakage, damaged walls , unsuitable stools and tables according to the students, physical built, lack of basic facilities could also influence students' academic performance as well as attitudes. Thus, the school environment has a direct influence on students' personalities, inspirations as well as attitudes

School location also impacts greatly on learners' attitudes towards learning .Oselumese, Omoike, and Andrew (2016) has the claim that, school location refers to a place where

schools are located. This include urban and rural areas .Urban schools are more populated in terms of enrolment, staff, learning resources availability and rural schools could be far from the community with limited human and material resources. Oselumese et al (2016) substantiated the above view saying that, rural school location could be far from the community centre and a few students and staff can manage to get to school regularly. In agreement ,Adell (2012) puts it that , the quality of education in the rural localities is not comparable to that found in urban areas .In terms of teaching staff rural schools tend to suffer a lot of setbacks as many teachers and facilities are often concentrated in urban areas (State Ministry of Education Office of Statistics and Planning ,2005).Therefore , this implies that there is a wide difference between the learning facilities available in urban secondary schools compared to rural schools.

To add on, schools that are in urban areas are fully built than those in the rural areas. Oselumese etal (2016) discovered that the schools in urban areas are fully built well positioned with modern facilities while the rural area showcase mainly uncompleted buildings are used as schools, with no windows, no laboratories. In spite of these differences learners in urban and rural schools are still to answer the same examination. Probing deeper into the above view, it is clear that learners in rural areas ended up developing attitudes towards learning due to the conditions faced.

2.4 How does teachers' attitudes influence learners attitude

Teachers' attitude plays a pivotal role in shaping learners attitudes towards the learning area. An experiment by Jane Elliot (1968) on stereotyping, prejudice and discrimination is a typical example of how teachers' attitudes influence learners' attitudes. Teachers' attitudes towards best learners influence learners' attitudes. Walker, Shafer, and Liams (2004) argues that if the teacher supports and respects the best learners and failed to show patience with lower grade

students, he or she influenced the attitudes of learners towards the subject and him or her as well. Bandura's theory of Observational learning (2015) states that, children will learn behaviours through observation. Based on the theory learners can be easily influenced by their teacher's attitude. Walker et al (2004) opined that, since the teacher and learners spent much time together, the constant observation for teachers' attitude would influence the learners' attitudes easier and quicker. Therefore, it is clear that since teachers spent much time with their learners, their behaviour is likely to be followed by their learners through observational learning.

In addition, other researchers noted that a teachers label on the student capability brings a self-fulfilling prophecy in learners. Wawire (1996) established that a teachers label on a students' capability brings self-fulfilling prophecy in the learners which has diverse effects on their self-concept of academic ability. In agreement, Omalara and Adebukola (2015) postulates that those the teachers labels as 'bright' will believe that they know everything, while those labelled 'dumb' lose hope of passing in that particular subject, hence the development of negative attitudes towards a learning area. Teachers should avoid labelling as it led to the development learners' attitudes. Omalara and Adebukola (2015) concluded that a teacher needs to know that attitudes can be modified and inculcated in order to be able to instil favourable one in learners.

Other researches also pointed out that, teachers' lack of confidence about the subject content contributed most to the development of learners' attitude towards the learning area. Brown (1982) asserts that teachers' lacks confidence due to poor conceptual understanding. He further argues that in many countries around the world, many of those teachers that have undergone formal education are not ready for the job. Omolara and Adebukola (2015) noted that if the teacher is not competent enough to teach the subject, it became difficult for such

teachers to give detailed explanations about the required concept. He further noted that poor mastery by the teacher causes students loss of interest in learning the subject.

In affirmation, Aggarwal (2001) pointed out that, an intelligent and sound teacher with good mastery of his or her subject matter always commands respect and gains students' attention during teaching and learning process. Omalara & Adebukola (2015) substantiated the view saying, teachers with good interpersonal skills are more effective in their classroom in terms of students behaviour, better understanding of the concept by students and disposition of positive and mental alertness hence the development of positive attitudes .Therefore, if the learners discovered that the teacher lacks mastery of subject content their confidence in him or her suffers, thus the development of negative attitude towards the learning area.

Omalaria & Adebukola (2015) opined that, personality traits of the teachers are more powerful and influential than the course content or instructional strategies used in classroom. Therefore, good classroom strategy requires full interests and support from teacher and learners. If a teacher appears not interested or careful about a particular subject or student, he or she will be unable to foster supportive learning environment (Omalaria & Adebukola, 2015).In addition other researchers noted that, teachers with negative attitude may not as approachable to the learners as teachers who are positively motivated. Omalaria & Adebukola (2015) further postulated that learners find it difficult asking such a teacher questions on the grey areas of the subject he or she teaches. This implies that teachers' attitudes towards their subject and teaching in general are very important for learners' success.

.In addition teachers need to be highly interested in the subject and topic they teach. For instance, the Christian teacher who teaches Islamic Studies can never be interested in the subject because the subject is only being taught to earn his or her livelihood (Omalaria & Adebukola, 2015).This will in turn affects the learners to be taught. Furthermore, teachers'

passion towards the subjects also counts. Sprinthal (2007) concluded that negative disposition or attitude towards the teaching profession even if they are knowledgeable with sound professional training, may affect learners' performance negatively.

Additionally, avoidance of controversial issues especially when teaching History kills learners' interests towards the subject. Omolara & Adebukola (2015) have the claim that, some teachers try to avoid controversial issues that might be of great benefit to the students in the classroom. This could result in the lack of sound knowledge of the concept as fear of criticism from the society or school heads when sensitive issues related to the culture of the school location, tribalism and how bad leaders maltreat their followers are discussed, (Omolara & Adebukola, 2015) .It should be noted that such attitudes displayed by the teachers prevents learners from knowing how interesting the subject is and the benefits they could have if they fully direct their attention towards History lessons.

Other researches pointed that poor remuneration and salary of teachers contributed to the development of teachers' attitudes .Omolara & Adebukola (2015) argues that, teachers' salaries are very poor and the little amount they receive is not even paid on time. He further noted that, teachers really suffer so much before being given salaries. When teachers are not well fed and do not have enough money to cater for them and their immediate families , their disposition towards teaching will be negatively affected (Sprinthal,2007).It is worth noting that if the teachers have negative attitudes towards their work, there is no doubt that learners attitudes are affected also.

According to Hannah (2013) developing rapport with students is also essential in creating a good classroom environment .He further argues that there are a few strategies that a teacher can use to establish a good relationship with their students. The first one is how the teacher dresses. It is understandable that the teacher should maintain a level of professionalism in

their attire. Hannah (2013) concluded that the teachers should not dress in the exact same fashion as their learners either. Thus, the teacher should be dressed professionally to establish authority but relaxed enough that a student is not intimidated to ask questions. To do this teacher should dress modestly but relaxed and they should cross fun with professionalism, (Hannah, 2013). Thus if the teachers intimidate learners' they definitely develop negative attitudes towards the teacher and the learning area as well.

2.5 How are learners' attitudes influenced by parents or guardians?

Oluwatelure & Oloruntegbe (2009) noted that home influence can be identified as very important variable that have potential for promoting directly and indirectly students' attitudes towards the subject. In affirmation, Oselumese et al (2016), asserts that a child's first educational experience are centred in their homes and the ideas, attitude and general pattern of behaviour are as a result of his/her childhood rearing. Therefore, the variation in the academic attainments of students could be related directly to differences in the home and its influences. Nyamwembe (2006) concluded that it could be that the student develops attitudes due to parental influence. Thus parental involvement plays a fundamental role in nurturing learners' attitudes.

The home is the first agent of socialisation and as a result, its significance cannot be overemphasised, (Shrivastava, 1995). The influence of home or even parents towards the academic performance of their children should be positive in order to ensure that students perform well in academics. Shrivastava (1995) concluded that family environment plays a pivotal role in a child's academic achievement. In affirmation, Harris (2013) attributes poor performance and attitudes to lack of parental support. Thus, a negative attitude will produce a bad ending for the learners' hence it is clear that the family has a lot to do on the attitudes of learners.

Epstein (1995) identified six areas of parental involvement in their children's academic activities. These are parenting, communicating, volunteering, learning at home, and decision making and collaborating with schools. Epstein (1995) further argues that, if parents are actively involved in all of these areas, no doubt it will stimulate in school and influence academic achievements. Therefore it is important to identify the determinants of attitudes towards the object, subject or idea the chief of which are hereditary factors from parents. Hereditary factors form the basis of all human activities including developing of attitudes as well learning. Oluwatelure & Oloruntegbe (2009) asserts that sometimes unconsciously parents and guardians through non- verbal communication transfer their fear, likes and dislikes to children via bodily movements and facial expression. To be effective, the form of involvement should be focused on improving achievement.

Vellymalay (2012) stated the children capacity to succeed in school depends on how successfully the child is managed by his / her parent environment. She further argues that, it is an environment the child learns skills, attitudes, and behaviour that could mould them into productive and successful learners. Thus the parents have a final say on the choice of subjects and there is a strong belief that parents influence the attitudes of learners towards certain learning areas. Kroth (1981) proclaimed that parents should be recognised as the major teacher of their children's education and the professional should be considered as consultant parents. Therefore parents or guardian have a crucial role to play in the attitudes of their children towards learning.

Additionally, teachers should work closely with parents so as to improve learners' attitudes towards learning. Lumpsden (1994, p.92) opined that, "educators and counsellors need to work closely with parents in matters involving children's development". Thus a learner's family institution marks the beginning of learners learning habits, patterns and culture.

Lumpsden (1994, p.94) postulates that, “children’s home environment shapes the initial constellation of attitude they develop towards learning”. Therefore, parental guidance is thus very crucial in cultivating the right learning culture amongst students. Adell (2012) observed that rural schools often serve disadvantaged learners who are from families that are not educationally supportive. Hence factors like parental expectations, home environment, discipline and parental involvement do affect learners’ achievements as well as attitudes towards learning.

Social positions of parents also influence learner’s attitudes. Larocque (2011) asserts that higher class parents are active in taking part in their children’s education at home and at school whereas lower class parents do what the school ask. He went on saying that, the higher class parents feel comfortable with teachers’ .Therefore if it is true; there is doubt that the parents may influence learners’ attitudes in certain learning areas.

Parental school experience also counts on the learners attitudes towards certain learning areas. Larocque (2011) found that parents may have had a negative school experience and could have a lingering mistrust in education. For example a parent who struggled in school may feel like education system failed them .Therefore, it is clear that the parent will fail to assist or socialise the child about education .In corroboration, Chugh (2011) argues that parents may not feel adequate to help their children at home due to lack of formal education. This qualifies the idea that parents’ attitudes towards education contributed to the developments of learners attitudes towards learning.

Furthermore, Larocque (2011) indicated that poor households might not think more about future but look for present. Thus, parent may not view the importance of their children’s education but they tried to solve the problems they are facing. Chugh (2011) in her research in the slums of Dehli India , concluded that poverty is one of the significant reasons for the

low participation of children in schooling .If the given view is correct , then learners attitude may be affected. The learner is likely to develop attitude towards many subject due to lack of encouragement and motivation from home.

Vellymalay (2012) argue that most of children who are successful, great achievers and well adjust came from parents sustaining good relationships. Thus the home sets the pattern for the child's attitude towards school, people, society and intellectual growth. The study carried by Oluwatelure & Oloruntegbe (2010) showed that good quality of home environment had significant positive correlation with high level of achievement motivation among higher achievers. This implies that if the home situation is not favourable learners' attitudes will be affected due to stress; hence it is clear that parents played a pivotal role in the development of learners' attitudes.

Poor parental support also contributed to the development of learners' negative attitudes. Parents are not ready to go an extra mile in buying required materials needed for social studies. Omalara & Adebukola (2015) assert that this is because of societal disposition towards the subject as one with little or no carrier than teaching in schools. This misconception about the subject does not encourage parents and guardians to have any interest in the subject hence they failed to support their children towards learning History. Omalara & Adebukola (2015) further noted that, they care not if their children fail the subject but arrange extra lesson hours for them in other subjects they think are more important to them than History, for example mathematics. This really affects the teachers when the society, the parents and learners do not know the benefits of the subject. Oluwatelure (2010) concluded that parental support and full participation in their children's education had positive influence on students' attitude to learning, interests and general performance.

2.6 Summary

This chapter reviewed literature related to the causes of learners' negative attitudes towards learning. The influence of teachers' attitudes in the development of learners' negative attitudes were explored. The influence of the parents, resources and the learning environment was explained. Finally, the influence of teaching methods was also explored. The next chapter outlines and describes the methodological process followed in conducting the study

CHAPTER 3

RESEACH METHODOLOGY

3.0 Introduction

This chapter outlines the overall procedure that will be followed in data collection and processing during the study. It explains and justifies the research design, research instruments, and population of the study and sampling procedures that the researcher employed .In addition, the chapter also outlines ethical considerations and data presentation and analysis procedures that were followed .Finally the reliability and validity of the research design will also be considered.

3.1 Research paradigms

For the purpose of this study the researcher primarily used qualitative methodology.

3.2 Qualitative Research

According to Johnson and Christensen (2008) qualitative research mainly involves the collection of data in a non-numerical way like the use of words and pictures. The study used the qualitative approach because it describes and allows for more understanding into situation (Katzenellenbogen et al, 1997). In his study, Chiromo (2009) recommended that qualitative research does not produce findings through the means of statistical procedures or other means of quantitative like researching about people's behaviour, social movements, lives, stories and intellectual relationships. Leedy and Ormrod (2005, p .134) add that qualitative research serves one or more of the following purposes:

Description - revealing the nature of certain situations, settings, processes, relationships, systems or people.

Interpretation - gaining insights into a particular phenomenon, developing new concepts or theoretical perspectives about the phenomenon and/or discovering problems that exist within the phenomenon.

Verification - allowing the researcher to test the validity of certain assumptions, claims, theories, or generalisations in real-world contexts.

Evaluation - providing a means through which a researcher can judge the effectiveness of particular policies, practices or innovations.

Based on Leedy and Ormrod's (2005) discussion above, this study is descriptive because it aims to reveal the causes of learners' negative attitudes. Qualitative data do not involve just numbers and statistics, but full descriptions of things that occurred, including the real experiences. In addition, qualitative research emphasizes the human element, uses close first-hand knowledge of the research setting and avoids distancing the researcher from the people or event/situation being studied. Generally, qualitative research involves a social enquiry, how people explain their experiences and how they have lived thus it is normally used to explore behaviors, attitudes and perceptions of people.

It draws on an inductive process in which themes and categories emerge through analysis of data collected by such techniques as interviews, observations, videotapes, and case studies, (Dhirau ,2015). Samples are usually small and are often purposively selected. Best and Kan (1993) concluded that, qualitative research uses detailed descriptions from the perspective of the research participants themselves as a means of examining specific issues and problems under study.

3.3 Research Design

According to Cohen & Manion (2007) a research design is a plan or strategy employed to conduct a research project. Pickard (2013) added that a research design includes four main ideas which are strategy, conceptual framework, questions of who or what will be studied and the tools and procedures to be used for collecting and analyzing empirical materials. Gora (2016) concluded that, it is a blueprint for conducting the study that maximizes control over factors that could interfere with the validity of the findings. Designing a study helps the researcher to plan and implement the study in a way that will help the researcher to obtain the intended results, thus increasing the chances of obtaining information that would be associated with the real situation (Burns & Grove, 2001)

The study focuses on the causes of learners negative attitudes towards history at secondary school level. A descriptive survey design was adopted for data collection. Burns and Grove (2003, p.201) define descriptive research as, “the design to provide a picture of a situation as it naturally”. The design draws both the researcher and the subject closer to the activity itself which explains why it was selected among other designs. Nyamwembe (2006) argues that, a descriptive survey attempts to describe characteristics of phenomena , opinions, subject preference, attitudes and perceptions of people of interest to investigation .In affirmation, Best and Kahn (2003) argues that , descriptive research is concerned with conditions or relationships that exists, practices that prevail , beliefs , point of view or attitudes that are held by people. This implies that descriptive design yields greater results on attitudes researches .This view is supported by Gay (1992) who argues that descriptive survey study can be used to asses attitudes and opinions about events, individuals or procedures .Bell (1993) concluded that to a greater extent, a disruptive design aims at obtaining information from a representative selection of the population from which the investigator or researcher is able to generalize the findings of the large population. Thus the above views serve to explain

why the researcher selected the design among other designs. Generally, descriptive survey design yields greater results in attitudes research.

Descriptive survey is a convenient way one can use in carrying out a research since it gives room to the researcher to collect, describe analyze data and come up with some conclusions using a sample, (Chiromo, 2009). In corroboration, Leedy and Ormrod (2001) postulated that, descriptive survey is a fast way of capturing participants' opinion on the phenomena. Thus, the researcher will be in a position to explain what is visible beyond the horizon as Chiromo (2009) defines the word survey as to "see over and beyond". The Descriptive design also yield best results when it comes to educational research. The above view was braced by Cohen and Manion (1994) who founded that, the research design is the most effective and they also consider it as the most used in educational research. Best and Kahn (1993) substantiated Cohen and Manion 's view saying that the, descriptive studies have very much increased what happens in many organizations like schools due to the fact that they produce statistical information about quality of education that interest educators as well as policy makers. Therefore, the Descriptive survey design was selected in this study because of its probe nature of qualitative inquiry and above all its main methods of collecting data which are used namely observation questionnaires and interviews.

However, it also worth mentioning that the descriptive survey designs has its own shortcomings. Katyora (2015) founded that, the survey designs need a good deal of information to the one carrying a study. He further concluded that, in a survey design there are also some chances that respondents may give inaccurate information which may negatively affect result. Thus, the respondents are tempted to give false information to please the researchers.

To cover up for the above mentioned shortcomings, the researcher used Questionnaires and interviews. The two methods of data collection were used in an effort to ensure triangulation in the study, (Gora, 2016). Cohen, Manion & Morrison (2007, p .141) defines triangulation

as, “the use of two or more methods of data collection in the study of some aspects of human behaviour”.

3. 4 Population

Population refers to the aggregate or totality of all the objects, subjects, or members that conform to a set of specifications, (Polit and Hungler, 1999). It can be said to consist of organisms of some species as well as the larger group to which researchers would like the results of the study to be generated. According to Fox and Bayot (2007) a population is a group of individuals, events or objects that share a common characteristic and represent a whole or sum total of cases involved in a study. A population can be of any size and will have at least one or more characteristics that make it differ from any other population (Gora, 2016). It is to the population that the findings are generalized. In this study the population comprised of 15 pupils ZJC level,30 Ordinary level pupils and 15 History teachers and 3 History Head of Departments in Mount Darwin District rural schools.

3.5 Sample

Chikoko and Mhloyi (1995) suggested that when using a descriptive survey design a small group also known as the sample of people called respondents has to be selected. Cohen etal (2011) defines a sample as a smaller group or subset of the total population .This means that a sample is a finite part of statistical population studied to gain information about the whole .According Simon (2011) sampling is the act, process, or technique of selecting a suitable sample or a representative part of a population for the purpose of determining the parameters or characteristics of the whole population. The underlying logic for sampling in research is mainly on three reasons which are lack of financial resources to include all secondary schools in the district, inadequate time to carry out the research in all secondary schools and finally issues of accessibility as most of the secondary schools in the district are far apart and in areas that are not easy to access (Gora, 2016).This implies that a sample is an extract from the

population to be studied, the results from which will be generalized to a larger group which is the population,(Simon , 2011).

The sample of the study comprises of three secondary schools, 5 pupils were selected from form 2, 3 and 4 classes per school to represent the population and 4 History teachers and one Head of department per school were selected. The total number of respondents who participated in the study was 45 pupils and 15 teachers. Form 1 pupils were not selected because they had covered the introductory part of the subject only .As a result they could not give valid information to the research.

3.5.1 Sampling techniques and procedures

Sampling is the act, process, or technique of selecting a suitable sample, or representative part of a population for the purpose of determining the parameters or characteristics of the whole population (Simon, 2011).According to Pickard (2013) in most cases it is not feasible or necessary to survey the entire population relevant to the study, as a result one selects a sample that is a representative or a subset of the entire population. Gay (1992) opined that, the purpose or goal of sampling is to obtain a representative sample, that is, a sample that accurately reflects the characteristics of the population from which it is drawn. In this study, to make sure that sufficient information was collected with full depiction, the purposive sampling technique was administered to select the schools that partake in the study. Three secondary schools were selected from Mount Darwin District rural area.

The logic and power of purposive sampling depends on selecting information rich cases for study in depth, (Patton 2012).Gora (2016) added that information rich cases are those from which one can learn a great deal about issues of central importance to the purpose of the enquiry. It is, therefore basing on this logic that the researcher employed purposive sampling technique to select superficially secondary schools in the district .Cohen etal (2011,p.114)

added that, “purposive sampling researchers handpick the cases to be included in the sample on the basis of their typicality or possession of particular characteristics being sought”. Generally, purposive sampling technique was deemed appropriate for the study as it allowed only those who were perceived to have specific information required for the study.

However, simple random sampling was also employed in the selection of pupils and teachers. According to Simon, M (2011) a simple random sample is obtained by choosing elementary units in such a way that each unit in the population has an equal chance of being selected. Thus all individuals are equally likely to be selected. Chiromo (2006) regarded simple random technique as the **HAT SYSTEM**. Chiromo (2009) further asserts that, simple random technique unbiased since it provides all members of the population equal chances of becoming a sample. Under simple random technique, some cards written ‘yes’ or ‘no’ were put into a hat. The teachers from selected school picked papers and those with yes papers qualified to be the sample for the population in this research.

Simon (2011) posits that, a simple random sample is free from bias since each unit or individual has an equal chance of being selected. In affirmation, Mugenda and Mugenda (2008) argues that a sample that is drawn at random is unbiased in the sense that no member of the population has any more chance of being selected than any other member. Pickard (2007, p.59) concluded that, “the method of sampling used plays a major role in any research investigation, as very often it is the characteristics, composition and scale of the sample that gives weight to any findings that emerge from the study”.

3.6 Research Instruments

Fox and Bayat (2007) define research instrument as a data gathering device used for soliciting data for use in research study. In this study, two research instruments were used and these are questionnaires and interviews. Fox and Bayat (2007) recommend the use of more

than one research instrument in order to counteract bias that arises if the researcher uses one research instrument for data collection. The two tools were used in an attempt to ensure triangulation which somehow contributes to the reliability of the data collected (Gora, 2016). Davies (2007, p. 35) maintains that, “triangulation is based on the idea of using two or three different methods to explore the same subject. In addition, Fox and Bayat (2007, p.107) affirms that, “triangulation involves finding a convergence among sources of information, different investigators or different methods of data collection”. Triangulation also serves to increase validity and reliability in research (Gora, 2016).

3.6.1 Questionnaire

Chiromo (2009, p.24) defines a questionnaire as, “a form of enquiry which consists of systematically compiled and organized series of questions that were sent to the population sample”. In this study, the questionnaire is a major research instrument developed to collect data from History teachers and the form 2, 3 and 4 students. The researcher issued 15 questionnaires to the History teachers and 45 to the students. Oluwatayo (2012) maintains that, “a questionnaire is almost always self-administered, allowing the respondents to fill them out themselves”. All the researcher had to do was to arrange their delivery and collection. In affirmation, Pickard (2007,p. 64) indicates that, “questionnaires are instruments completed by respondents themselves, they are relatively easy to use , inexpensive, and are the most plausible option for measuring unobservable constructs such as attitudes, values and preferences, intentions and personalities”. A qualitative approach was used to design and analyze the questions. The pupils’ questionnaires were designed basing on their level of understanding.

Gay (1992) states that, questionnaires are efficient tools for surveying large samples of respondents in a shorter period of time than interviews or any other research methods with less expense. The researcher used close form of questionnaire which is straight forward and

easy to administer especially to pupils. Pickard (2007) asserts that a questionnaire is used when factual information is required. Thus this research used a questionnaire method as a research instrument to obtain factual information from both teachers and pupils on the causes of learner negative attitudes towards History at secondary school level.

The questionnaires are widely adopted because of its merits which have been outlined in the literature. Additionally, the questionnaire helps the researcher to validate results, (Cohen et al, 2007) .It was because the respondents that is the learners and the History teachers were instructed to give as much detail as they can since some of the questions were open ended .Gora (2016) added that, the researcher used questionnaire because it had the capacity to be distributed to the required number of participants and extract the required information. Anonymity is also guaranteed when using the questionnaire since each participant responded individually. Best and Khan (2006) argues that, the responses are gathered in a standardized way, so questionnaires are more objective, certainly more so than interviews. Generally it is quick to collect information using a questionnaire.

However, questionnaires had loopholes although it was regarded as the major instrument for this research. For instance, Bell (2014) and Gay (1992) explains that some of the disadvantages of questionnaires are that (a) questionnaires are associated with low response rates (b) it is impossible to probe respondents, as personal contact is lost because they fill them in on their own and finally with questionnaires there is no allowance for respondents to ask questions where there is lack of clarity and there is greater risk of missing data as some respondents may not fill in all the questions. In affirmation, Chiromo (2009) asserts that the questionnaire may not be flexible enough to enable respondent's true feeling or attitude to come through. He added that, people often treat these kinds of instruments with suspicion, thus respondents might fail to give full detail since they will be worried about the intentions of the study.

To cover up for the loopholes of the questionnaires, the researcher used both open ended and closed ended questions. Interviews were also used to compliment the questionnaires so as to accommodate data which the questionnaires could not address. The researcher also resorted to a quick follow up and the questionnaires were delivered and responded in the classroom within a stipulated time. Bell (2014) asserts that return rates can be dramatically improved if the questionnaire is delivered and responded to in class time.

3.6.2 Interviews

In this study, the researcher also adopted interviews as the research instrument to probe and elicit more information on the causes of learners' negative attitudes towards History at secondary school level. The respondents of the interviews were the History Heads of Departments from the selected secondary schools. An interview can be defined as a purposeful conversation between two or more people that is directed by one to get information, Bell (2014). To corroborate, Cohen e tal (2000,p.69) says that, “ an interview involves the gathering of data through direct verbal interaction between individuals , enables participation be they interviewers or interviewees to discuss to discuss their interpretations of the world in which they live and to express how they regard situations from their point of view’’. Thus an interview is therefore a face to face interpersonal encounter whereby the interview asks the interviewee for the responses in relation to the topic under study.

The interview was used to compliment as well as verifying the information collected from the questionnaire. The researcher interviewed the Head of Departments on their perceptions on the causes of learners negative attitudes towards History at secondary school level .Gora (2016) asserts that, the interview is a good data collection instrument as it allows the researcher to probe deeper to understand the interviewees responses. Interviews give the researcher the advantage of reading the interviewees nonverbal cues which can be the source of information (Gora, 2016). Generally interviews play a complementary role to the

questionnaire since they probe the reaction hidden beneath the surface and they look for data at a deeper level than questionnaires. Probing was important because it helped to clarify issues were things were not clear during the interview. According to Bell (2010, p. 161) “interviews allow the interviewer to follow up ideas, probe responses and investigate motive and feelings which a questionnaire cannot do”. The main advantage of interviews is that, it helps to improve responses rate in research. Dhirau (2015) argues that , interviews has continued to be the best form of data collection when one wants to minimize non-response and maximize the quality of data collected. Interviews also make clarification easier when collecting data. Dhirau (2015) noted that the main advantage of face to face interviews is the presence of the interviewer, which makes it easier for the respondent to either clarify answers or ask for clarification of some of the items on the interview guide. In this study, the researcher managed to get watertight information from the respondents’ views about the causes of learners’ negative attitude towards History at secondary school level.

However, interviews have been criticized by authors such as Bell (2010) and Bennet (2003) who indicated that interviews are time consuming and expensive in terms of both time and money, they are highly subjective and run the danger of bias and while interviews can yield rich information, material can also be cumbersome making them difficult to analyze. In affirmation, Chiromo (2009) concluded that the interviewees may be reluctant to divulge information which they might consider sensitive. More so the interviewees can be tempted to provide inaccurate information to please the interviewer.

To cover up for the mentioned critics , the researcher decided to use semi –structured interviews to guide responses in order to make them manageable for analysis. Semi structured interviews would help to gather data that could probably not be obtained through questionnaires. Dhirau (2015) noted that interviews helped to gather information that could be termed useful, reliable and valid data.

3.7 Research ethics

Ethical issues that were considered in this study were confidentiality, informed consent and anonymity of the respondents. According to Fox and Bayat (2007) ethics in research involves getting the informed consent of those who are going to be interviewed, questioned, observed or from whom materials are taken. In this study, informed consent for participation was obtained first from the Ministry of Primary and Secondary Education, Provincial Educational Director, District Office, School Heads and students. Gay (1992) opine that, many people for the sake of scientific progress are prepared to divulge information of very private nature on condition that their names were not mentioned. Therefore, in this study anonymity was of paramount importance. Thus the names of the respondents were omitted altogether. Each respondent signed a consent form. The researcher also explained fully to the participants on why she was doing the research and the researcher also explained to the respondents that the information was only to be used for educational purposes. The respondents were also addressed on their freedom to withdraw from participating in the study.

3.8 Data collection procedures

Polit and Hungler (1999, p. 267) defines data as, “information obtained in the course of study”. In this study, the researcher first obtained a letter of approval from the Faculty in order to go to the Ministry for the permission to carry out the research in the selected secondary schools within Mount Darwin District. The researcher then proceeded to the Provincial Education offices to get approval from the Provincial Educational Director to go to the schools. The researcher then reported to the District Education office to inform about the study. Finally the researcher went to the schools where permission was sought from the school Heads.

The permission sought from the School Heads allowed the researcher to approach the form 1, 2, 3 and 4 History teachers and pupils. Teachers and pupils were randomly selected and they

were requested to answer all questions. The researcher gives the respondents' ample time to fill the questionnaire and to collect them. The questionnaire schedule was completed within 10-15 minutes. The interview process was conducted by the researcher after the completion of the questionnaires. An interview guide with semi structured questions was used to guide the researcher.

3.8.1 Reliability test

According to Cohen and Manion (2007) reliability is the degree to which an assessment tool produces stable and consistent results. Reliability of a research instruments concerns extent to which the instrument yield the same results on repeated trials (Keya et al, 1989). The researcher administered the questionnaires to the respondents after the pilot study to test reliability. The results proved that the questionnaire items were consistent.

3.8.2 Validity Test

Validity test refers to the extent which a test instrument measures what is supposed to measure (Bell, 2014). Validity and Reliability are important aspects of quantitative research inquiry. Masuwai, Tajudin, and Saad (2016) asserts that, reliability and validity of instruments is a vital analysis to consider as a good instrument. Thus, if an instrument provides a measure of what it actually measures, validity is established. Validity ensures that questions being asked allow valid inferences to be made (Masuwai et al, 2016). The questionnaire designed for the study was subjected to a validation process for content and face validity. Face and content validity was defined by, Oluwatayo (2012) as the following

- Face validity refers to the researchers subjective assessments of the presentation and relevance of the measuring instrument as to whether the items in the instrument appears to be relevant, reasonable, unambiguous and clear.

- Content validity refers to whether the content of the questions or the items measured in the instrument are representative and adequate when attempting to measure a phenomena. It is essential to predict the efficacy of the tool in order to minimise or eliminate measurement errors that may arise when multiple measures are required (Masuwai et al ,2016)

In validation process the copies of the questionnaires were given to the research supervisor. The expert went through the questionnaire carefully to ascertain the appropriateness and adequacy of the instrument.

3.8.3 Pilot Test

A pilot test was done so as to find out the validity of the questionnaires which were going to be used by the researcher in the data collection process. The purpose of the pre-testing is to assist in finding out the weakness that might be contained in the instruments of the study (Nyakundi, 2012). Burns and Grove (2001) describe a pilot test as a smaller form of future study to which is meant to refine methodology. To ensure reliability of the instruments used, the researcher carried out a pilot test at Rushinga District using 5 teachers and 15 learners' .According to Bell (1993) piloting helps in the in ascertaining the validity of research instruments. Piloting is not done in the district in which actual research will be carried. According to Bell (1993) piloting is done in order to see

- How the subject will react to the questionnaire
- Whether the items are clear enough and easily understood
- Whether there is need to include more items in certain areas or
- Whether there are some items to which they would not like to respond

However, from the test, the researcher managed to understand the vagueness of some items .The researcher turned to using simple English.

3.9 Data presentation and analysis procedure

In this research, data analysis involved ordering and structuring data to produce knowledge. After collecting data through questionnaires and interviews the researcher presented the data through computing that is tabular and chart form. Gora (2016) mentions that, data analysis involves reducing accumulated data to a manageable size, developing summaries, looking for patterns and applying statistical techniques .In addition Lombo and Tromp (2006, p.26) says that, “data analysis refers to examining what has been collected in a survey or experiment and making deductions and inferences”. In this study, the researcher used tables and pie charts to present the data collected.

According to Bavdekar (2015, p .59) “tables are an arrangement of words, numbers, or signs in parallel column to depict data or relationships”. Pickard (2013) asserts that, they provide a summary of a set of data or parameters. They are good for presenting a large amount of data that would otherwise be very unwieldy and confusing to be described in textual format, (Bell , 2010).Thus the tables presents data in an organized fashion which allows the reader to compare the results of several studies at glance. Generally tables come in handy when there is enormous amount of data to be presented or when data is highly complex, (Bavdekar, 2015) .This explains why the researcher selected the technique among others.

A pie chart is a circular chart divided into sectors, illustrating numerical proportion, (Bavdekar, 2015).Finch (2017) argues that a pie chart presents data as a simple and easy to understand picture. He further asserts that, it can be an effective communication tool for even an uninformed audience, because it presents data visually as a fractional part of a whole .Thus audience see data at a glance, enabling them to make an immediate analysis or to understand information quickly. Finch (2017) concluded that pie chart removes the need for readers to examine or measure underlying numbers themselves. Thus the researcher adopted the technique because of the above mentioned merits.

A brief analysis of the presented data was given below the charts and tables for clearness and the researcher also linked the findings to the research questions.

3.10 Summary

This chapter highlighted the broader research methodology that the researcher employed to collect data. The methodology incorporated the research design, the population, sample and the sampling techniques. The chapter also looked at the research instruments that were used to collect data, that is, the questionnaire for teachers and students and interviews for the Heads of History Departments. Ethical considerations, data collection and presentation, and analysis procedures were also discussed. The next chapter will focus on data presentation, analysis and a discussion of the research findings.

CHAPTER 4

DATA PRESENTATION, ANALYSIS AND DISCUSSION

4.0 Introduction

This chapter presents and discusses the findings collected through questionnaires and interviews on the causes of learners' negative attitudes towards History at Secondary school level in the selected secondary schools in Mount Darwin District. The chapter will focus on data presentation analysis and discussion which is in form of raw data and percentages in tables and charts. Teachers' responses are presented in separate tables and charts. Data were collected from a sample of 15 teachers and 45 students selected from the 3 secondary schools in Mount Darwin District rural schools. Each table and chart is supported by a brief analysis. Discussion derived from the findings is linked to research questions and literature reviewed.

The study aimed to investigate the on the causes of learners negative attitudes towards History at secondary school level on the selected secondary schools in Mount Darwin District rural area. Data gathered from the investigation are presented under the following research questions as described in detail in Chapter 1 and 2 of the study.

1. How does the teaching and learning of History affect learners' attitude towards the subject?
2. How do the resource availability and teaching environment affect learners' attitudes?
3. How are the learners' attitudes influenced by their parents or guardians?
4. How does teachers' attitude towards History influence learners' attitudes?

4.1 The distribution details of the respondents

Table 4.1 Questionnaires

Respondents	Scripts issued	Scripts returned	Response rate
History teachers	15	15	100%
O' Level History students	45	45	100%

(n=15): Teachers

(n=45): Students

Table 4 .2 Interviews

Respondents	Number approached	Number denied	Response rate
Head of departments	3	0	100%

(n=3)

The data were collected through questionnaires and interviews from the three selected secondary schools. The response rate was 100%. The credits being attributed to the quick follow up of the researcher to collect the research instruments as well as good cooperation by the respondents. The researcher administered a total of 60 questionnaires, 45 to the students and 15 to the History teachers. The researcher went on to conduct the interview with History Head of Departments.

Table 4 .3 Distribution of Teachers by professional qualifications

Professional Qualification	Number of teachers	Percentage
Certificate in Education	0	0
Diploma in Education	8	53.3%
BED History	6	40%
MED	0	0
Other	1	6,6%
Total	15	100%

(n=15)

The results in Table 4.3 revealed that 15 History teachers participated in the study. The findings showed that 8(53, 3%) of the History teachers in Mount Darwin District rural schools are holders of the Diploma in Education. Table 4.3 shows that 6(40%) of the teachers were holders of Bachelor of Education in History and lastly other qualifications which had a total of 1(6, 6%). The other qualification was the Bachelor of Arts Honors Degree in History and International studies. It also shows that most teachers were both academically and professionally qualified to teach History. This implies that the training they received enables them to be aware of various teaching approaches.

Table 4.4 Teachers' distribution by gender

Gender	Frequency	Percentage
Males	9	60%
Females	6	40%
Total	15	100%

(n=15)

The findings in Table 4.4 revealed that from the total number of the respondents 9 (60%) of the teachers were male while 6 (40%) were female. From the results of the study, male constitute the majority of the respondents. Gender inequality is a historical issue in most of the Sub Samarian countries especially in secondary schools, (Ngimbudzi, 2009). Thus, the results vividly portrayed that Zimbabwe is still among countries which are experiencing gender imbalances.

Table 4.5: Teachers' teaching experience

Teaching experience	Number of respondents	Percentage
0-5 years	2	13.3%
6-10 years	8	53.3%
11-15 years	3	20%
above 15 years	2	13.3%
Total	15	100%

(n=15)

The findings shown in Table 4.5 revealed that (53.3%) of the teachers who participated in the study had taught for a period between 6-10 years. Three teachers (20%) indicated that they had been in teaching for 11-15 years, 2(13.3%) had above 15 years of teaching experience and 2(13.3%) indicated that they had been in teaching for 5 years or less. This implies that most of the teachers have enough teaching experience. The findings were supported by Nagy and Davis (1985)'s research who founded that motivation decrease with the number of years one serve. This implies that the teachers served many years tend to be more stimulated at the same time contented than those who served fewer years (the less experienced once)

4.2 Performance of learners in History

Table 4.6 Learners' performance in History

Comments	Number of respondents	Percentage
Good	4	26.6%
Very good	2	13,3%
Satisfactory	4	26.6%
Poor	5	33.3%
Total	15	100%

(n=15)

Table 4.6 shows that 4(26.6%) of the teachers who participated revealed that the general performance of pupils in History was good. Two teachers (13, 3%) indicated that the performance of pupils in History was very good, 4(26.6%) revealed that the general performance of pupils was satisfactory and 5(33.3%) showed that pupil's performance in History was poor. The above findings vividly portrayed that the general pupils' performance in History in Mount Darwin District rural schools was not all that pleasing.

4.2.1 Availability of History textbooks

Table 4.7 Responses on the availability of textbooks in schools

Comment	Number of respondents	Percentage
Yes	0	0
No	15	100%
Total	15	100%

(n=15)

The findings shown in Table 4.7 indicated that all teachers who participated in the study revealed that there are no History textbooks in their schools. The response to No was 100%. This implies that shortage of textbooks in schools may negatively influence the attitude of learners towards History secondary school level.

4.2.2 What are the factors that affect pupil’s attitude towards History?

Table 4 .8: Responses on factors affecting pupils’ attitudes

Factor	Agree	Strongly agree	Disagree	Strongly disagree
Availability of resources	2 13.3%	12 80%	1 6,6%	0
Time allocation	4 26.6%	10 66.6%	1 6.6%	0
Subject content	3 20%	10 66.6%	2 13.3%	0

The findings shown in table 4.8 revealed that 80 % of the respondents strongly agreed and 13.3% agreed that learners attitudes are affected by the availability of resources .Just 1(6.6%) of the respondents disagreed that availability of resources affects learners attitudes towards History. Moreover, 10(66.6%) of the respondents strongly agreed and 4(26.6%) agreed respectively to the point that time allocation affects learners attitudes towards History. It is only 1(6.6%) of the respondents who disagreed to the view that time allocation affects learners’ attitudes towards History. Finally, on subject content 10(66.6%) of the participants

strongly agreed and 3(20%) agreed to the fact that subject content affects learners' attitudes towards History. Therefore, the teacher's responses clearly indicated that all the three factors which are the availability of resources, time allocation and subject content have a bearing on pupil's attitudes towards History.

4.3 Students' Responses

Table 4.9 Students' responses

Statement	Yes	No	Sometimes
Does your school have enough history teachers?	41 91.1%	4 8.8%	0
Does your school have enough history textbooks?	0	45 100%	0
Are you going to write History at Ordinary Level?	19 42.2%	26 57.7%	0
Do you attend history lessons?	19 42.2%	20 44.4%	6 13.3%
Did you visit library for further reading and research	0	45 100%	0

The findings shown in table 4.9, revealed that 41(91%) of the respondents admitted that there are enough History teachers at their schools and just 4(8.8%) indicated that there were no enough History teachers at their schools.100% of the learners who participated revealed that the schools in Mount Darwin District did not have enough History textbooks.19(42.2%) of the learners who participated indicated that there are going to write History at Ordinary level and 26(57.7%) revealed that they are not going to write

History at Ordinary level.19(42.2%) of the learners who participated revealed they attend History lesson , 20(44.4%) indicated that they do not attend History lessons while 6(13.3%) revealed that they sometimes attend History lessons. The findings proved that most learners do not attend History lessons and this is maybe due to the negative attitude they developed towards the History. All learners who participated indicated that they do not visit the library. The reason for not visiting the library being that there are no libraries at their schools .This vividly explains that the learners depend heavily on the notes they are given by the teachers.

4.3.1 What are the pupil’s perceptions towards History?

Table 4 .10 Pupils perceptions towards History

Comment	Number of respondents	Percentage
Boring	15	33.3%
Interesting	7	15.5%
Valueless	23	51.1%
Total	45	100%

(n=45)

The Table above clearly shows that 23(51.1%) of the learners who participated in the study indicated that History is insignificant or valueless in their lives and 15(33.3%) indicated that History is a boring subject. Only 7(15.5%) revealed that History is interesting. This analysis clearly shows that most of the pupils viewed History as a useless subject.

4.3.2Reasons for writing Ordinary level History

From the findings on pupils’ responses on stating the reasons for writing Ordinary level history, the following responses were dominant.

- Interesting
- Understand the subject
- Hope of getting a pass mark
- Add the number of the subject

Fig 4.1 Reasons for writing Ordinary level History

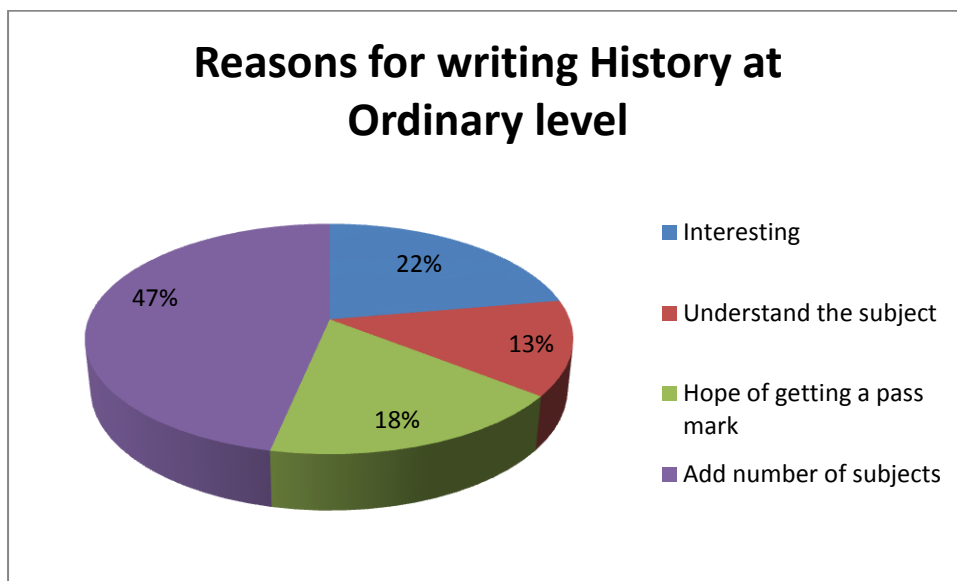


Fig 4.1 The pie chart above illustrates that most learners (47%) in Mount Darwin were doing History to add the number of subjects. 22% indicated that they were doing History because it is interesting and 18% of the respondents revealed that they were doing the subject because they know they pass the subject. It is only 13% of the respondents who showed that they understood the subject.

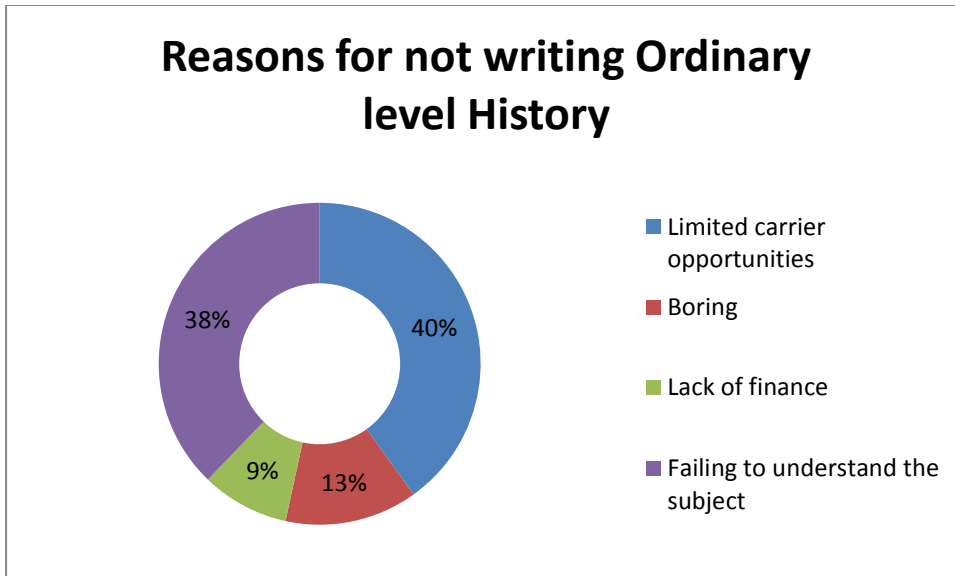
4.3.3 Reasons for not writing Ordinary Level History

Pupils indicated the following reasons for not writing History at Ordinary level.

- Limited carrier opportunities
- Boring
- Lack of finance

- Failing to understand the subject content.

Fig 4.2 Reasons for not writing Ordinary level History



The chart above shows the reasons for not writing History at Ordinary Level. The dominant reason was limited carrier opportunities with 40%, followed by failing to understand the subject content with 38%. Just 13% of the respondents stated boring as the reason for not writing Ordinary level History. Only 9% of the respondents indicated lack of finance as a reason for not writing History at Ordinary level.

4.4: Interview responses

The researcher interviewed three History Heads of Departments. They all majored in History and are teaching Ordinary Level History. Moreover, all the History Heads of Departments had more than 10 years teaching experience and in the administration positions.

Table 4.11: The statistics of pupils who wrote Ordinary Level History as from 2013 to 2017

Year	History candidates A	No of candidates	History candidates B	No of candidates	History candidates C	No of candidate
2013	27	56	20	60	34	74
2014	24	51	25	58	31	72
2015	32	66	19	66	24	55
2016	36	60	22	58	32	67
2017	24	75	22	50	19	70
Total	143	308	108	292	140	338

The above table illustrates the number of students who had been registering History for the past 5 years that is 2013-2017. School A has a total of 143 from total number of 308 candidates. School B had the total number of 292 candidates and only 108 pupils registered for History. From school C only 140 pupils registered for History from the total of 338 candidates. From the above findings it is clear that the number of students who register for History is below half of the total number of candidates.

The History Heads of departments have revealed that most pupils view History a valueless and boring subject because of too much content and date mastering skills. Most students hate subjects which involve a lot of writing. One of the Heads of Departments remarked:

‘Most pupils regarded History as an option, they don’t understand why they are studying History and they don’t even know the impact of the subject in their lives .Maybe, this is because they lacked guidance at an earlier stage. I believe that’s why most pupils

perceived the subject as boring and valueless. To be frank enough, our subject involves a lot of writing, content and at large date mastering skills; therefore it's not surprising to see our pupils developing negative attitudes towards the subject because they hate subjects which involve such efforts''.

The above response clearly indicated that pupils did not know why they were doing History. This shows that they were not informed about the importance of History.

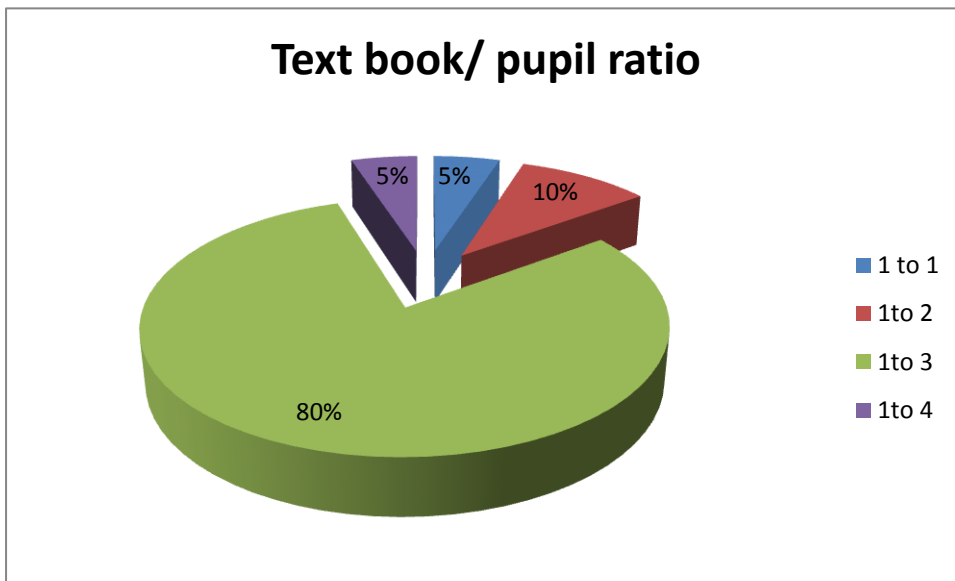
4.4.1: Response on textbook/pupil ratio

The pie chart below shows the responses given by the Head of Departments on the textbook/pupil ratio in their schools. The dominant ratio was 1 textbook per 3 pupils. Over 80% of the schools in Mount Darwin have a textbook ratio of 1 to 3. One of the Heads of department remarked:

“Our department is facing a serious shortage of History textbooks. Although the United Nations International Emergency Fund (UNICEF) had tried to address the problem on shortage of textbooks, our school received the wrong textbooks. The books were not matching with our Ordinary and ZJC syllabuses. Thus, the donation proved fruitless since we are experiencing the same problem today. Our learner textbook ratio of 1 textbook to three learners does not facilitate proper learning because the learner is failing to have enough time with the textbook”.

The above response existed to almost 80% of the respondent. The response shows that the schools did not have enough History textbooks. Thus the development of learners' negative attitudes can be attributed to the shortage of textbooks as the learners failed to have enough time with the textbook.

Fig 4.3: Textbook /pupil ratio



4. 4.2 Responses on material resources

The three Heads of Departments agreed that shortage of material resources is a major factor that contributes to pupils' negative attitude towards history. They indicated that their schools lack modern resources like the internet facilities and libraries for the learners to do their own researches. Teachers also failed to apply some of the teaching methods like using the projector or watching the movies because of inadequate time allocated for History lessons. In addition the schools are located in remote areas where there is no electricity; this makes it difficult for teachers to apply new methods of teaching that requires the use of electricity. The three Heads of Departments agreed that their schools were only in possession of human resources which can be justified effective in conjunction with proper interaction with material and time resources. Therefore learners may feel there was too much of teacher exposition during the learning process. One of the Head of departments remarked:

‘I understand History is a subject which calls for imagination and visual impression for learners to grasp the concepts easily. Thus, teachers are required to use videos and movies in

conjunction with other teaching methods for the benefit of the learners. Unfortunately, because of our economic standing and geographical location our pupils are not exposed to those facilities. Teachers are forced to use traditional methods of teaching which are failing to yield good results due to inadequate time allocated for History lessons. It's pathetic, because the future of our pupils is at stake without exposure to the global environment of today''.

The above quoted response was the most dominant from all Heads of Departments interviewed. The response shows that the schools are located in remote areas where there was no electricity; this makes it difficult for teachers to apply new methods of teaching that requires the use of electricity. This explains why teachers were using traditional methods of teaching like lecture method.

4.4.3 Responses on challenges encountered on the teaching and learning of History

Responding to the challenges that they encounter in the teaching and learning of History, the three HODs indicated that History has a lot of content which need to be covered within a short period of two years, both on ZJC and Ordinary level. They revealed that teachers will end up selecting a few topics which they will cover within two years. Another challenge they stated is shortage of funds to visit historical sites and to buy a variety of textbooks for the benefit of the learners. One Head of Department Remarkd:

‘‘History is a subject that has a lot of content which need to be covered within a period of two years for both ZJC and Ordinary Level. This implies that the content required ample time to be covered effectively. Unfortunately, our schools are failing to allocate enough time to the History lessons. Thus, many History teachers have resorted to a system of selecting topics which definitely affects learners as the exclusion of some topics eliminated coherence on the

topics covered. Definitely, that gap explains why pupils are failing to understand some topics in History''.

The above quoted response was the most dominant to all Heads of Departments. The response clearly indicated that the schools were failing to allocate enough time for History lessons. This explains why most History teachers ended up selecting topics. It is handy noting that the selection of topics eliminated coherence hence learners failed to understand the subject.

4.4.4 The factors that negatively influence the attitudes of learners which were mentioned in the interviews

Table 4.11 Factors that negatively affect attitudes of learners'

Factor	Frequency	Percentage
Introduction of STEM	3	100%
Limited career opportunities	3	100%
Lack of family support	2	66,6%
Introduction of New curriculum	3	100%

The Table 4.11 above shows the factors which negatively affect learners' attitudes towards the teaching and learning of History. The above factors were the most dominant during the interviews with the Heads of Departments. All Heads of Departments agreed that the introduction of 'STEM' and limited career opportunities after studying History respectively contributed to the development of learners' negative attitudes. Lack of family support was agreed by two respondents. Nyamwembe et al (2013) supported the above idea saying, the bias in sciences has pushed History to a corner and the marketability of subjects in relation to

the job market may relocate History to the rank of lower importance subject. This implies that the introduction of ‘STEM’ had contributed to the development of learners negative attitudes towards History.

The Heads of Departments also agreed that the introduction of the New Curriculum had a great bearing on the development of learners’ attitudes towards History. They revealed that the introduction of New Curriculum led to sharp increase on the number of subjects to be done by learners .It is also handy to note that, History is not among the compulsory subjects .This undoubtedly reduced learners attention towards History.

4.4.5 What can be done to improve learners’ attitudes towards History?

Table 4.12 Suggestions to improve learners’ attitudes towards History

Suggestion	Frequency	Percentage
Time allocation	3	100%
Career Guidance	3	100%
Parents meetings	2	66.6%
Teaching Methods	3	100%

Table 4.12 above shows the suggestions given by the Heads of Departments during the interview session. They all agreed that the school Administration should allocate adequate time for History lessons on the time table so as to allow for smooth teaching and learning

.The suggestion was the most dominant to all Heads of Departments. This implies that the methods of teaching employed by teachers are mainly determined by the time allocated to the subject on the master timetable. Thus, teachers are forced to use lecture method and note taking so as to cover the required content within the stipulated time. Career guidance was also pointed as the best way of improving learners' attitudes. The suggestion was given by all Heads of Departments. They revealed that Career Guidance helps to enlighten learners on the career opportunities they may have after studying History. Thus, the Guidance should also be used to inform learners on the importance of studying History. Therefore, their attitude towards History can be improved.

In addition, Parents meetings were also suggested as a way of improving learners' attitudes. The proposal was given by 2(66.6%) of the respondents. They revealed that Parents' meeting helps to make them aware of the importance of History in their children's lives. Parents played a pivotal role in the learners' development since they are the first agents of socialization. This implies that they can easily influence their children towards a certain learning area. The findings are supported by Nyamwembe (2006) who asserts that it could be that the student develops attitudes due to parental influence .Thus; Lumpsden (1994,p.92) concluded that "educators and counsellors need to work closely with parents in matters involving children's development".

Finally, all heads of Departments agreed that teachers should employ a variety of teaching methodologies that are learner centered to minimize boredom as well as boosting learners' interests. The findings are braced by Kochhar (2000)'s research who founded that pedagogical approaches need to be well structured and systematic for effective learning to take place. Thus, the way History lessons are conducted influenced greatly on the development of learners attitudes.

4.5 Discussion

This section presents the interpretation and discussion of the findings of the study. Research questions are used as subheadings to be focused on. Teacher responses are linked with students' responses and this will be discussed in relation to literature reviewed in Chapter 2.

4.5.1 How does the teaching and learning of history affect learners' attitudes?

The results obtained from both teachers and pupils proved that teaching and learning has a great impact on the developments of learners' attitudes. Of the 15 History teachers who participated, 93% revealed that time allocation remained a stumbling block towards effective teaching and learning of History. Thus, teachers are forced to cover a lot of work within a short period of time hence resorting to traditional methods of teaching, which is lecture method. According to Nyamwembe et al (2013) the reason why pupils dislike History is definitely related to the way it is taught. The results from the interviews conducted by the researcher with the Heads of departments also revealed that teaching and learning of History indeed affects learners' attitudes towards the subject.

The Heads of Departments revealed that the learners' attitudes towards History originate from how the lessons are conducted. Teachers failed to give clear explanations on some concepts. Omalara and Adebukola (2015) noted that if the teacher is not competent enough to teach the subject it becomes difficult to give detailed explanations about the required concept. He further noted that, poor mastery by the teacher causes students loss of interest in learning the subject. The Heads of Departments also indicated that, sometimes teachers failed to embrace interesting approaches that motivate learners. According to the Welsh History Project (2000, p. 21) "the interesting approaches identified by pupils includes debated and discussions, stories of famous people, videos, individual or group investigative work". Responding to the question of teaching methodologies they used during teaching and

learning, the teachers revealed that they usually adopt teacher exposition method which is more of lecture method .This is mainly due to the time allocated to the subject on the timetable.

Learners' responses to the question which required them to give reasons on why they are not writing History at Ordinary level revealed that they do not have enough knowledge of the subject. Therefore there is a need for teachers to link the knowledge and skills. In affirmation with the above view, Gay (1975, p. 189) argues that “historical narration without analysis is trivial, historical analysis without narration is incomplete. The teachers have a challenge of linking knowledge and skills for the learners to understand Historical concepts.

Learners' responses on their perceptions towards History, the potential responses required them to indicate either interesting or boring or valueless.51.1% of the learners revealed that they perceived History as valueless, 33.3% indicated that they perceived History as boring and only 15.5% revealed that History is an interesting subject. According Adey and Biddulph (2004) secondary school pupils did not understand why they are doing History .Thus learners do not see the reason why doing the subject hence they find it worthless. Thus, Nyamwembe (2006) founded that the bias in sciences has pushed History to a corner.

The learners who revealed that they were not going to write History at Ordinary Level stated the reason of limited carrier opportunities after studying History. Nyamwembe (2006) asserts that assets that the marketability of the subject in relation to the job market may relocate History to the rank of lower important subject. Thus learners decided not to write the subject since they do not see any benefit attached to the subject.

Learners' responses on whether they attend History lessons, 44.4% indicated no, 42.2% revealed that they attend lessons and only 13.3% revealed that they attend sometimes. Learners' failure to attend lessons may be attributed to the negative attitude towards the

subject. Thus, Lomas (2005) concluded that commitment and interests are major factors in pupils' attainment in History. The learners who indicated "yes" may have positive attitude towards the subject. David and Obadiah (2016) concluded that secondary school students are therefore looking for marketable subjects that can open doors for them in current job market locally as well as abroad once they leave school. This may serve to explain the exodus of learners from History to other subjects that guarantee carrier opportunities.

4.5.2 How do resource availability and environment affect learners' attitudes?

The teachers who participated in the study revealed that their schools have enough human resources or teachers. This goes against Ngoro (2012, p.83) who claims that, "the major causes of high failure rate in Zimbabwean rural secondary schools include shortage of well trained teachers and Adell (2012) who founded that, the quality of education in rural areas tend to suffer setbacks as many teachers are concentrated in urban areas. Maybe this is due to the fact that, the government had tried to deploy qualified teachers in all schools who replaced relief teacher during the period 2013 to 2014. Almost 99% of the respondents revealed that, the schools have enough History qualified teachers. 53.3% were the holders of Diploma in Education, 40% have Bachelor of Education Degree in History and only 1 revealed that he had other qualification that is Bachelor of Arts in History and International Studies. Thus most of the teachers are both academically and professionally qualified since they are trained to teach History.

Teacher's responses on the factors which greatly affect their learners' attitudes towards History, 93.3% confirmed that learners' attitudes towards History are affected by availability of resources, specifically material. Interview responses from the Heads of Departments also revealed that shortage of resources is one of the paramount factors influencing the development of learners' attitudes towards History. Thus the findings were in line with Kiiro (2012) who found out that most of the schools lacked adequate teaching and learning

resources such as textbooks, teachers guides , reference maps , game facilities and stationary. All respondents, both teachers and learners indicated that there are no enough textbooks in their schools. Teachers indicated that they depend much on textbooks as there are no other resources apart from textbooks. The study also disclosed that although the United Nations International Emergency Fund (UNICEF) had tried to address the problem on shortage of textbooks, both schools received the wrong textbooks. It therefore materialised that the books that were donated were not disposed to the ZJC and Ordinary level syllabuses. Thus, the donation proved futile since the problem still exists. Ginchura (2003) argues that, textbooks provide structure and order in the teaching and learning process. Thus, the absence of textbooks makes the teaching process a strenuous task, hence the development of negative attitudes.

Textbooks are not only important to the teachers but to learners also. Johnson (2006) asserts that textbooks give students confidence and stability. Generally they assist learners for further reading as well as reference sake. Gora (2016) concluded that if there are no textbooks both teachers and learners feel insecure. Thus, learners will definitely develop negative attitude towards the subject.

Interviews with Heads of Departments on textbook/pupil ratio indicated that 80% of the schools in Mount Darwin District rural schools have a common ratio of 1 textbook to 3 pupils. Thus, the teachers, learners and Heads of Departments confirmed the inadequacy of History resources in Schools. It is worth noting that, at secondary school level learners should be able to work alone using their textbooks. Therefore, it explains that learners depend heavily on their teachers and are not able to do school work outside the classroom .This definitely affects learners attitudes towards the learning of History.

The findings from the interviews clearly indicated that lack of resources indeed affects learners' attitude towards History. Generally, History is a subject which requires real circumstances during the learning process. The availability of History rooms, audio-visual equipments and school learning support facilities to the History teacher helps to bring about effective teaching and learning process. According to Etsy (2005) where History teachers have their own rooms, it is possible to display subject relevant materials and student work. Responses from the Heads of Departments exhibited that the History lessons need to be complemented. For instance, where there is a need of Historical site, the site should be visited and where there is a need of video, the school should provide for the benefit of learners'. However, the findings from the schools participated exhibited that none of the schools visited Historical sites or make use of videos during lessons, hence this could definitely affect the attitude of learners towards History.

The results from the study exhibited that all the schools participated did not have a library. Findings from both questionnaires and interviews clearly indicated that a library is a non-existing facility in their schools. Mji and Mkgato (2006) noted that library usage contributes to the improvement of learners' higher order learning skills such as analysis, problem solving and evaluation. In affirmation, Makotsi (2011) argues that, libraries contributed to lifelong learning, literacy enhancing, informal citizenship, recreation, creative imagination, individual research and critical thinking. Thus, the library is the main place that most of learning resources are found. Therefore, considering the importance of libraries in the learning process, the non-existence of libraries in most rural schools can be attributed to lack of financial resources.

4.5.3 How do learners' attitudes influenced by parents or guardians'?

The findings revealed that parents or guardians contributed greatly to the development of learners attitudes. Thus, the findings were in line with Nyamwembe (2006) who concluded

that it could be that the student develops attitudes due to parental influence. The majority (74%) of the learners who participated admitted that their parents insisted that they concentrate on the sciences. Only a small a proportion of 26% of the respondents indicated that their parents supported them to do History. Oluwalure and Oloruntegbe (2009) argue that home influence can be identified as very important variable that have potential for promoting directly and indirectly students' attitude towards History. In affirmation, Omalara and Adebukola (2015) argue that, the misconception about the subject does not encourage parents and guardians to have interests in the subject. Therefore, it is clear that, the bias on the sciences definitely influences parents' views towards Arts subjects.

The results from the teachers' responses on the factors which contribute to learners' positive and negative attitudes towards History indicated that parental influence is the most significant. Thus, Shrivastava (1991) concluded that family environment plays a pivotal role in a child academic achievement. Therefore, a family negative attitude towards any subject will produce a bad ending for the learners. This shows that many of the learners develop attitudes due to parental influence.

The responses from the Heads of Departments interviews proved that learners' interests towards History are greatly affected by the parental school experience. Parental school experience contributed most as it helps to develop parental support. The parents who are not educated sometimes could not see the benefits of education. Larocque et al (2011) asserts that the parents who struggled in schools may feel like education system failed them. Thus, they could not even support their children towards education. Shrivastava (1991) argues that the parents not feel adequate to help their children at home due to lack of formal education. Considering the view that parents plays a pivotal role in socialising the child, failure to recognise educational issues definitely led to the development of attitudes towards education.

This qualifies the idea that, the parents' attitudes towards education contributed to the development of learners attitudes as well.

4.5.4 How does teachers' attitude towards History affect learners' attitudes?

The findings from the learners' questionnaires and interviews from the Heads of Departments exhibited that teachers attitudes plays a pivotal role in shaping the attitudes of learners towards the learning area .Bandura's theory of Observational learning (2015) states that, children will learn behaviours through observation. Thus, learners can be easily affected by teachers' attitudes. The Heads of Departments indicated that most teachers lack confidence about the subject. Brown (1982) added teachers' lacks confidence due to poor conceptual understanding. Thus, learners tend to develop attitudes towards the teacher and the subject as well. Omalara and Adebukola (2015) concluded that, poor mastery by the teacher causes students loss of interests in learning the subject.

Responses from the interviews with Heads of Departments revealed that most teachers do not have passion towards their profession. This is maybe due to the issue of poor incentives they are receiving. Sprinthal (2007) argues that, negative disposition or attitude towards the teaching profession even if they are knowledgeable with sound professional training may affect learners' performance and attitude negatively. Thus, most teachers nowadays are motivated by material benefits, therefore the absence of benefits definitely affects their attitudes the profession.

The findings also revealed that teachers tend to avoid controversial and sensitive issues when teaching History which also affects learners' attitudes towards the subject. This could result from lack of sound knowledge on the concept and learners will hardly understand the whole idea of the concept. Omalara and Adebukola (2015) argue that teachers try to avoid controversial issues that might be of great benefit to the learners in classroom. Therefore,

such attitude displayed by teachers prevents learners from knowing how interesting the subject is and the benefits they could have if they fully direct their attention towards History lessons. Thus, teachers' attitudes towards the subject have a great bearing on learners' attitudes.

4.6 Summary

This chapter presented and discussed data collected through questionnaires and interviews. The chapter answered the main research questions which looked at the causes of learners' negative attitudes towards History at Secondary school level. The findings indicated that negative attitudes towards History are mainly caused by shortage of material resources, the way the subject is taught, parental influence and teachers' attitudes towards the subject, the introduction of STEM and the introduction of the New Curriculum. The study also brings to light the ways that can be used to arouse learners' attitudes in the teaching and learning of History and findings also showed that there measures that can be implemented to try to motivate pupils to write History. The next chapter will focus on the summary, recommendations and conclusions of the study. Finally, recommendations for further research will be explored.

CHAPTER 5

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.0 Introduction

The research aimed at establishing the causes of the learners' negative attitudes towards History at Secondary school level in Mount Darwin District rural schools .Having stated the problem, reviewed the related literature, collected and analysed data, it is therefore, logical to give summary, conclusions and make recommendations. Thus in this chapter the researcher discusses the conclusions obtained from the study and provides recommendations which emerged from the conclusions.

5.1 Summary

The main purpose of this study was to establish the causes of learners' negative attitudes towards History at secondary school level in Mount Darwin District rural schools. The statement of the problem was given as well as the background of the study. To accomplish this, four research questions were designed. It was reinforced by the reviewed literature which indicated that other scholars have tried to investigate on learners' attitudes on various subjects. The reviewed literature on the causes of learners' negative attitudes at secondary school level was classified into teaching and learning of History, influence of resources, influence of teachers' attitudes and influence of parents or guardians.

The research proved that learners' negative attitudes towards History are inevitable. This is mainly because the schools are still facing shortages of resources. Research findings also proved that, parental involvement is still high and progressing. The research also paid focus on the influence of teachers both negatively and positively. The impact of these factors on learners attitudes were outlined by various scholars.

A number of constraints were faced in conducting the research, these includes financial constraints and inadequate time to carry out the study. The research was of great significance to the government, teachers, pupils, parents and at most the researcher. The research was of great importance to the researcher as it enhanced research skills and above all, it is the university demand for procuring the degree. The research also looked into the definition of key terms, ethical considerations, limitations and delimitations of the study.

The researcher adopted the descriptive survey research design for the purpose of this study. The research was carried out in Mount Darwin District rural schools. The District has 47 Secondary schools both rural and urban. The respondents were form 2, 3, 4 learners, History teachers, and History Head of Departments. The researcher used a sample of 3 rural secondary schools, 45 pupils, 15 History teachers and 3 Heads of History Departments In this study, to make sure that adequate information was collected with full representation; the purposive sampling technique was administered to select the schools that participate in the study. Random sampling was administered in the selection of teachers and learners to make sure that adequate information was collected with full representation. Questionnaires and interviews were used to collect data .The questionnaires were directed to the learners and History teachers while interviews were held with the History Heads of Departments. Data collected was both quantitative and qualitative .Statistical data was presented using tables and pie charts and qualitative data was presented in a descriptive form. The results were analyzed and discussed in light of what other authorities and researchers say.

Ethical issues were also considered in this study. Thus informed consent and anonymity of the respondents were also observed. Informed consent was acquired from the Ministry of Primary and Secondary Education, Province, District, Heads of schools and lastly the respondents. The names of the respondents were omitted altogether.

The findings indicated that the causes of learners' attitudes originate from how the subject is taught and other subsidiary reasons like the influence of teachers' attitudes, the influence of parents and the influence of resource availability also contributed to the development of attitudes. It is also handy to note that the findings revealed other causes which were not part of the research questions, this include introduction of 'STEM' and introduction of New Curriculum. Firstly, the attitudes of learners' towards the subject are negative. Most of the teachers as well as learners responses revealed that learners' attitudes are unfavourable as evidenced in tables 4.9, 4.10 and 4.11. This was vividly portrayed by the responses given by the respondents to the questions. The major findings of the study were summarised according to the research questions that guided the study. Pupils develop a negative attitude towards History because of failing to deduce its usefulness in their lives.

5.2 Conclusions

The key results of the study were summarized according to the research questions that guided the study. From the findings it emanated that the schools have well seasoned qualified teachers who are experienced to teach History.

The results also revealed that the attitudes of learners towards History are affected by the way the subject is taught. Teaching methods adopted by teachers have a great bearing on the development of learners' attitudes. The lecture method and excessive note taking applied by teachers greatly affects learners' attitudes. Teachers should have a passion towards subjects as it contributes to the development of teachers attitudes towards the subject, which also affects learners' attitudes as well.

From the findings the researcher concluded that, shortage of History material resources in the teaching and learning of History had a great bearing on the development of learners attitudes .The textbook- learner ratio is still very high. The schools are lacking financial resources as

result, learners' are failing to have school trips for visiting Historical sites like Great Zimbabwe. Essentially, most rural schools do not have libraries. Thus, learners' are forced to depend on their teachers as the sole source of learning. This indeed leads to the development of learners' negative attitudes towards History at Secondary school level.

From the findings, the researcher concluded that the introduction of STEM led to the development of learners' negative attitudes towards History as evidenced by a serious exodus from History to Science subjects. To add on the mentioned point, the research also revealed that the introduction of the New Curriculum led to the development of learners' negative attitudes towards History. This is mainly because the New Curriculum increased the number of subjects to be done by learners and the view that History was not made a compulsory subject reduced learners' attention towards the subject.

It also emerged that parents and guardians played a significant role in the development of learners' attitudes. This is because parents or guardians act as both motivators and financial providers for their children's education. Therefore, it is the role of parents or guardians to support their children to do History.

The researcher also concluded that teachers should adopt interactive and child centred methods during the teaching and learning process in order to arouse learners' attitudes. Finally the findings revealed that the schools administration is there to provide the History department with enough resources

5.3 Recommendations

Based on the conclusions of this study, the following recommendations are suggested

- Teachers should always avoid using expository methods of teaching History. They should avoid the use of methods like the lecture and note taking because it is

contrary for the students to sit, passive and inactive in lessons, (Crookall1972). The students should be offered an opportunity to become researchers of History. Teachers should also try to use the interactive methodologies such discussions, project work and field trips as they motivate pupils to learn. There is a wide range of resources to opt for. Thus, Dale (1969) recommends that, teachers should learn how to use new resources not merely because of enriching or supplementing the present media and methods, but also as a part of a modern learning system.

- Regarding the issue of the teaching and learning resources in History, Administrators should make budgets that provide for a variety of instructional resources sufficient to support a diversity of teaching strategies in History which may attract more learners to the subject. History instruction should be enhanced by the use of resources like films, textbooks, and computers and above all provide for enough funds to fund for trips to historical sites.
- Parents need to encourage pupils to do History because they have a great influence in their pupils' education by means of supporting and paying examination fees. They should be very neutral in the kind of advice they give as it can sometimes make the student make wrong decisions, (Nyamwembe, 2006). Parents or guardians should be made cognizant of the importance of History in their children's' lives in order for them to foster positive attitudes towards the subject. Therefore, the Ministry of Primary and Secondary education in conjunction with the NGOs should come up with awareness programs on educating the parents on the importance of History and education in general.
- Career guidance is essential as it empowers both teachers and pupil's career opportunities that are there after studying History. Career guidance should be

given to students at an early stage of their secondary school education. The researcher suggests that career guidance should start as early as Form One and it should be provided by professional counselors to enlighten them of History related opportunities ahead of them. The learners should also be told that the schools disciplines are not only the lee ways to giving them jobs. They should know that the subjects in the school curriculum are trying to mould them so that they develop into all-round people in life (Phenix, 1964).

- Teachers should develop passion and positive attitude towards the teaching of History as well as to improve their ways of teaching so that pupils will develop positive attitude and participate in higher level during the teaching and learning History. The Ministry of Education should make use of Teachers' workshops in all subjects. This may help teachers to share ideas on teaching methods as well as current issues concerning their teaching areas .Generally, Workshops for teachers helps to motivate as well as support teachers.
- Finally Teachers' Colleges and Universities should train teachers on ways of identifying as well as best ways of controlling learners' attitudes during the teaching and learning process. This helps teachers to identify attitudes earlier and control them.

5.4 Recommendations for Further Research

- This study was carried out in Mount Darwin District rural schools to find out causes of learners negative attitudes towards History at secondary school level. The researcher in this way suggests that another study to be done on the “Impact of New Curriculum on Learners' attitudes towards the teaching and learning process in the rural schools” which was not the concern of this study.

- Additionally, future researches on learners' attitudes should be carried out among learners taking into consideration the categorization of schools, such as: Government Schools Community- Government Secondary, Mission Schools and Private Secondary Schools.
- More so, the research targeted only rural secondary schools and yet factors which affect learners' attitudes in the rural set up might differ from that of urban. Thus future studies needs to be done while targeting urban secondary schools.
- Since this study was only carried out with secondary school teachers and learners in Mount Darwin District rural area, there is need for a large scale research which involves secondary school teachers and learners in all Districts to establish the causes of learners' negative attitudes towards History in Zimbabwe rural schools.

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APPENDIX 1

Questionnaire for Teachers

I am Ropafadzo Mukweshu a student at Midlands State University studying for a Bachelor of Education Honours Degree in History. I am carrying out research on the causes of learners negative attitudes towards history at secondary level. You are therefore kindly requested to complete this questionnaire by indicating your responses in the boxes and spaces provided. The information that you will provide will only be used for the purposes of this research and strict confidentiality will be observed. Thank you in advance for your cooperation.

SECTION A

Answer the following questions by putting a tick in the appropriate box.

Sex: Male: [] Female: []

Highest Qualification:

Certificate in Education/Diploma in Education []

B.Sc. Ed/ Bachelor of Education []

M.E.D []

Other []

If other please specify-----

Teaching experience: 0-5 years []

6-10 years []

11-15 years []

Over 15 years []

Number of years in the school 0-5 years []

6-10 years []

11-15 years []

Over 15 years []

SECTION B

Answer the questions in this section by putting a tick in the box that best describes your response to the item or writing your response in the space provided.

1) What is the general performance of pupils in history at your school? Good []

Very good []

Satisfactory []

Poor []

2) Are there enough history text books at your schools? Yes []

No []

3) Do you have other teaching resources apart from textbooks? Yes []

No []

4) If yes specify the resources.-----

5) What teaching methodologies do you apply when conducting the history lessons?

6) what do you think are the factors which contribute to your above stated answer?-----

7) Are the pupils' attitude towards history affected by any of the following factors?

(Please tick in the appropriate box)

	Agree	Strongly agree	Disagree	Strongly disagree
Availability of resources				
Time allocation				
Subject content				

APPENDIX 2

Questionnaire for Pupils

I am Ropafadzo Mukwasha a student at Midlands State University studying for a Bachelor of Education Honours Degree in History. I am carrying out research on the ‘the causes of negative attitudes towards history at secondary level in Mount Darwin District.’ You are therefore kindly requested to complete this questionnaire by indicating your responses in the boxes and spaces provided. The information that you will provide will only be used for the purposes of this research and strict confidentiality will be observed. Thank you in advance for your cooperation.

SECTION A

Answer the following questions by putting a tick in the appropriate box.

Sex: Male: [] Female: []

Age: 12-16 years: [] Above 16 years: []

SECTION B

Answer the questions in this section by putting a tick in the box that best describes your response to the item or writing your response in the spaces provided.

1) Does your school have enough history teachers? Yes [] No []

2) Does your school have enough history textbooks? Yes [] No []

3) Are you going to write history at ordinary level? Yes [] No []

4) Do you attend history lessons? Yes []

No []

Sometimes []

5) Do you visit the library to research on given history assignments? Yes []

No []

Sometimes []

6) Explain the reason for your answer you have stated above.....

.....

.....

.....

7) What are your perceptions towards History? Boring []

Interesting []

Valueless []

8) Did you study history at home? Yes []

No []

9) Explain the reason for the answer you have stated in 7

.....

.....

.....

.....

.....

APPENDIX 3

INTERVIEW GUIDE

Personal information

Gender.....

Years of teaching experience.....

Questions

- 1) How long have you been an administrator at the school?
- 2) What is the pupils' attitude towards history?
- 3) Briefly describe how the resources affect pupils' attitude in history.
- 4) What challenges do pupils encounter in their learning of history?
- 5) Are there any other factors that negatively influence pupils' attitude in history?
- 6) What do you think can be done to boost learners' interests towards History at secondary level?

APPENDIX 4

All communications should be addressed to
The Secretary for Primary and Secondary
Education
Telephone: 772066
Telegraph Address: "EDUCATION"
Fax: 794805



Reference: C/426/Mash Central
Ministry of Primary and
Secondary Education
P.O. Box CY 121
Causeway
HARARE

21 March 2018

Ropafadzo Mukwasha
Ruya Primary School
P.O. Box 125
Mount Darwin

Re: PERMISSION TO CARRY OUT RESEARCH IN MASHONALAND CENTRAL PROVINCE: MOUNT DARWIN DISTRICT, KANDEYA, MUDZENGERERE, TSAKARE SECONDARY SCHOOLS.

Reference is made to your application to carry out research at the above mentioned schools in Mashonaland Central Province on the research title:

"CAUSES OF LEARNERS' NEGATIVE ATTITUDE TOWARDS HISTORY AT SECONDARY LEVEL AT MOUNT DARWIN DISTRICT RURAL SCHOOL"

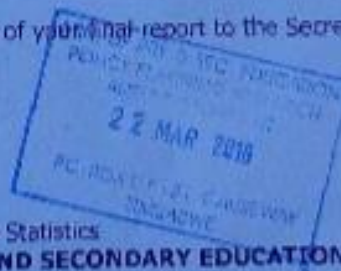
Permission is hereby granted. However, you are required to liaise with the Provincial Education Director Mashonaland Central Province, who is responsible for the schools which you want to involve in your research. You should ensure that your research work does not disrupt the normal operations of the schools. Where students are involved, parental consent is required.

You are also required to provide a copy of your final report to the Secretary for Primary and Secondary Education.

Handwritten signature of E. Chinyowa in blue ink.

E. Chinyowa
Acting Director: Planning, Research and Statistics

For: **SECRETARY FOR PRIMARY AND SECONDARY EDUCATION**
cc: PED – Mashonaland Central Province



APPENDIX 5



MIDLANDS STATE UNIVERSITY

P. BAG 9055
Gweru
Zimbabwe

Telephone: (263) 94 9540490337/95887160480
Fax: (263) 94 90203185311

FACULTY OF EDUCATION
DEPARTMENT OF APPLIED EDUCATION

19 March 2018

TO WHOM IT MAY CONCERN

The bearer, Ropafadzo Mupwehwa is a B.Ed/ MED/PGDE student at this University. She/he has to undertake research on the title: An investigation into the causes of learners' negative attitudes towards history at secondary schools level in Masvingo District rural schools. 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 invitation and personnel's assistance in this student's research endeavours.

Your co-operation and assistance is greatly appreciated.

Thank you

Dr. M. Chauraya
Dr. M. Chauraya
(Chairperson - Applied Education)

MIDLANDS STATE UNIVERSITY
FACULTY OF EDUCATION
DEPARTMENT OF APPLIED EDUCATION

19 MAR 2018

PRIVATE BAG 9055 GWERU
ZIMBABWE TELEFAX 054-260316/7

