

**PUPILS'AND TEACHERS' PERCEPTIONS OF LEARNER-CENTRED  
METHODOLOGIES IN THE TEACHING AND LEARNING OF HISTORY: A  
CASE OF SELECTED HIGH SCHOOLS IN MONGU DISTRICT OF WESTERN  
ZAMBIA**

**By**

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A Dissertation submitted to the University of Zambia in partial fulfilment of the requirement for the award of Master of Education Degree in Educational Psychology

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## DECLARATION

Simasiku Namangolwa declares that pupils' and teachers' perceptions of learner-centred methodologies in the teaching and learning of history: a case of selected high schools in Mongu district, Western Zambia is his own work and it is original and has not been done by others. It is purely his own effort and the sources used or quoted have been indicated and acknowledged by means of complete references and neither has it been, nor will it be submitted for the award of any other degree.

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## CERTIFICATE OF APPROVAL

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## ABSTRACT

The study aimed at getting pupils' and teachers' perception of learner-centred methodologies in the teaching and learning of history in selected schools in Mongu district, Western Province of Zambia. Objectives of the study were to determine the extent to which learner-centred methods were used in the teaching and learning of history, to establish pupils' and teachers' perceptions of the learner-centred methods in history and to identify which learner-centred methods were mostly preferred by teachers and pupils.

A descriptive design was used in this research. Qualitative and quantitative methods of collecting data were used in the study. The study population consisted of all grade 12 pupils who took history and teachers who taught history in high schools in Mongu district. The sample comprised 100 grade 12 pupils who took history, and 20 teachers who taught history from the four selected high schools in Mongu district. In selecting participants of the study, purposive sampling and stratified sampling techniques were used. Data was collected using Likert scale questionnaires, focus group discussion guides and semi-structured interview schedules. To ensure validity of the findings, qualitative data from focus group discussions and semi-structured interviews was analysed using thematic analysis while quantitative data from Likert scale questionnaires was analysed using the Statistical Package for Social Sciences (SPSS). Data was then presented in form of graphs, tables and statistical figures so as to give meanings to the findings.

Findings of the study showed that teachers did not frequently use learner-centred methods during the teaching and learning process of history. Results also indicated that learners were interested in learner-centred methods. Findings also revealed that the most preferred learner-centred methods by both pupils and teachers were: class discussion, field trips, debate, discovery learning, brainstorming, role play and drama. Based on the findings, the study recommended that government should fund learner-centred methods such as field trips and projects.

## **DEDICATION**

This dissertation is dedicated to my better half (wife) Lungowe for the support, encouragement and patience she gave me during my busy schedule. I also dedicate this work to my little angel Matomola and other family members for providing me with a stable base from which I operated.

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## TABLE OF CONTENTS

DECLARATION.....	ii
COPYRIGHT DECLARATION.....	iii
CERTIFICATE OF APPROVAL.....	iv
ABSTRACT.....	v
DEDICATION.....	vi
ACKNOWLEDGEMENTS.....	vii
TABLE OF CONTENTS.....	viii
LIST OF FIGURES.....	xv
LIST OF TABLES.....	xvi
LIST OF ABBREVIATIONS.....	xvii
<b>CHAPTER ONE: 1. INTRODUCTION.....</b>	<b>1</b>
1.1 Background to the study .....	1
1.2 Statement of the problem.....	2
1.3 Purpose of the study.....	3
1.4 Objectives of the study.....	3
1.5 Research questions.....	3
1.6 Significance of the study.....	4
1.7 Limitations of the study.....	4
1.8 Theoretical framework.....	4

1.9	Definition of terms.....	7
<b>CHAPTER TWO: 2. LITERATURE REVIEW.....</b>		<b>9</b>
2.1	Overview.....	9
2.2	Learner-centred methods: A historical perspective.....	9
2.3	Learner-centred methods: An African perspective.....	14
2.4	Rationale for learner-centred methods.....	17
2.5	Teachers' views of learner-centred methods.....	31
2.6	Learner-centred methods in history.....	33
2.6.1	Project-based learning.....	33
2.6.2	Cooperative and collaborative learning.....	34
2.6.3	Group work.....	35
2.6.4	Class discussion.....	36
2.6.5	Problem solving and discovery learning.....	37
2.6.6	Debate.....	38
2.6.7	Field trips.....	39
2.6.8	Brainstorming.....	39
2.6.9	Role play.....	40
2.6.10	Drama.....	41
2.7	Conclusion.....	41

<b>CHAPTER THREE: 3. METHODOLOGY</b> .....	42
3.1 Research design.....	42
3.2 Study population.....	42
3.3 Sample size.....	42
3.4 Sampling techniques.....	43
3.5 Research instruments.....	44
3.6 Pilot study.....	45
3.7 Data collection procedure.....	45
3.8 Data analysis.....	46
3.9 Ethical consideration.....	47
 <b>CHAPTER FOUR: 4. PRESENTATION OF RESEARCH FINDINGS</b> .....	 48
4.1 Overview.....	48
4.2 Quantitative findings.....	48
4.3 Extent to which learner-centred methods were used in the teaching and learning of History.....	48
4.3.1 Extent to which teachers used quizzes .....	48
4.3.2 The rate at which teachers used field trips .....	49
4.3.3 The incidence at which teachers allowed pupils to debate topics.....	50
4.3.4 The degree at which teachers brainstormed topics.....	50
4.3.5 The prevalence at which teachers allowed pupils to discuss topics.....	51
4.3.6 The occurrence at which teachers engaged pupils in projects.....	52

4.3.7 The rate at which teachers allowed pupils to role play topics.....	53
4.3.8 The degree at which teachers allowed pupils to discover things.....	54
4.4 Pupils’ perceptions of the learner-centred methods of teaching and learning History.....	55
4.4.1 Pupils’ perception on group work.....	55
4.4.2 Pupils’ perception of class discussion.....	56
4.4.3 Pupils’ perception of field trips.....	57
4.4.4 Pupils’ perception of projects.....	57
4.5 Pupils’ rate of preference for learner-centred methods.....	58
4.5.1 Pupils’ preference for quizzes.....	58
4.5.2 Pupils’ preference for debates.....	59
4.5.3 Pupils’ preference for field trips.....	60
4.5.4 Pupils’ preference for brainstorming activities.....	60
4.5.5 Pupils’ preference for class discussion.....	61
4.5.6 Pupils’ preference for discovery learning.....	62
4.5.7 Pupils’ preference for drama.....	63
4.5.8 Pupils’ preference for role play.....	63
4.5.9 Pupils’ preference for projects.....	64
4.5.10 Pupils’ preference for textbook study.....	65
4.6 Qualitative findings.....	65
4.7 Extent to which learner-centred methods were used in the teaching and learning of History.....	66

4.7.1 Pupils’ responses.....	66
4.7.2 Teachers’ responses.....	67
4.8 Pupils’ and teachers’ perceptions of the learner-centred methods of teaching and learning History.....	68
4.8.1 Pupils’ perceptions.....	68
4.8.2 Teachers’ perceptions.....	71
4.8.2.1 Whether teachers attended in-service training programmes on learner-centred methods.....	71
4.8.2.2 Whether the paradigm shift from teacher-centred to learner-centred is justified.....	72
4.8.2.3 Challenges teachers faced when using learner-centred methods.....	72
4.9 Learner-centred methods mostly preferred by pupils and teachers in the teaching and learning of History.....	73
4.9.1 Pupils’ preferences.....	73
4.9.2 Teachers’ preferences.....	74
<b>CHAPTER FIVE: 5. DISCUSSION OF RESEARCH FINDINGS.....</b>	<b>75</b>
5.1 Overview.....	75
5.2 Extent to which learner-centred methods were used in the teaching and learning of History.....	75
5.2.1 Responses from pupils.....	75
5.2.2 Responses from teachers.....	77
5.3 Pupils’ and teachers’ perceptions of learner-centred methods of teaching and learning History.....	78

5.3.1 Pupils' perceptions.....	78
5.3.2 Teachers' perceptions.....	80
5.4 Pupils' and teachers' preferred learner-centred methods in the teaching and learning of History.....	82
5.4.1 Pupils' preferences.....	82
5.4.2 Teachers' preferences.....	84
<b>CHAPTER SIX: 6. CONCLUSION AND RECOMMENDATIONS.....</b>	<b>85</b>
6.1 Overview.....	85
6.2 Conclusion.....	85
6.3 Recommendations.....	85
6.4 Areas for further research.....	87
<b>REFERENCES.....</b>	<b>88</b>

<b>APPENDICES</b> .....	98
Appendix 1: Focus Group Discussion Topic for pupils.....	98
Appendix 2: Likert Scale Questionnaire for pupils.....	99
Appendix 3: Semi-Structured Interview Schedule for teachers.....	103
Appendix 4: Consent form for participants.....	104
Appendix 5: Letter of request to conduct research from the University of Zambia....	105
Appendix 6: Letter of permission to conduct research from the office of the District Education Board Secretary (DEBS).....	106

## LIST OF FIGURES

<b>Figure</b>	<b>Page</b>
1. School by location.....	43
2. Pupils' views on group work.....	56
3. Pupils' views on class discussion.....	56
4. Pupils' views on field trips.....	57
5. Pupils' views on projects.....	58

## LIST OF TABLES

<b>Table</b>	<b>Page</b>
1. Frequency with which teachers used quizzes .....	49
2. Frequency with which teachers used field trips .....	49
3. Frequency with which teachers allowed pupils to debate topics .....	50
4. Frequency with which teachers brainstormed topics.....	51
5. Frequency with which teachers allowed pupils to discuss topics .....	52
6. Frequency with which teachers engaged pupils in projects.....	53
7. Frequency with which teachers allowed pupils to role play topics.....	54
8. Frequency with which teachers allowed pupils to discover things .....	55
9. Pupils' rated preference for quizzes .....	59
10. Pupils' rated preference for debates .....	59
11. Pupils' rated preference for field trips .....	60
12. Pupils' rated preference for brainstorming .....	61
13. Pupils' rated preference for class discussion .....	62
14. Pupils' rated preference for discovery learning.....	62
15. Pupils' rated preference for drama .....	63
16. Pupils' rated preference for role play .....	64
17. Pupils' rated preference for projects.....	64
18. Pupils' rated preference for textbook study.....	65

## **LIST OF ABBREVIATIONS**

**BC**-Before Christ

**DEBS**-District Education Board Secretary

**DDG**-Discussion Development Group

**EFA**-Education for All

**EJTE**-European Journal of Teacher Education

**GMR**-Global Monitoring Report

**GPRM**-Global Pedagogical Reform Movement

**HERI**-Higher Education Research Institute

**IICBA**-International Institute for Capacity Building in Africa

**LCL**-Learner-Centred Learning

**LCM**-Learner-Centred Methods

**MoE**-Ministry of Education

**MoESVTEE**-Ministry of Education, Science, Vocational Training and Early Education

**MoEVT**-Ministry of Education Vocation Training

**NSSE**-National Survey of Student Engagement

**OFSTED**-Office for Standards in Education

**PEAM**-Progressive Education Association Movement

**REC**-Rwandan Education Commons

**SPSS**-Statistical Package for Social Sciences

**TCL**-Teacher-Centred Learning

**TCM**-Teacher-Centred Method

**UNESCO**-United Nations Education Scientific and Culture Organisation

**ZPD**-Zone of Proximal Development

