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

Simasiku M. Namangolwa (531001513)

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

UNIVERSITY OF ZAMBIA

LUSAKA

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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

This dissertation by Simasiku .M. Namangolwa is approved as meeting the required standard for partial fulfilment for the award of the Master of Education Degree in Educational Psychology by the University of Zambia.

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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.
ACKNOWLEDGEMENTS

This dissertation would have not been successful without the help and encouragement of a great many people. In particular I wish to express my sincere thanks and gratitude to Dr. Munsaka, my supervisor for his tireless guidance and support he rendered throughout the time I was writing the dissertation. I also wish to acknowledge the valuable contribution of Dr Sophie Kasonde my Lecturer for being supportive throughout my studies. Special thanks also are ascribed to Mr. Chibabula for his tireless efforts and attention to every detail as he edited my work. Gratitude is also expressed to the Ministry of Education, Science Vocational Training and Early Education through the office of the District Education Board Secretary, and the respective head teachers of the four selected schools where I conducted my research.
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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