WHAT SHOULD BE TAUGHT IN THE ZAMBIAN SECONDARY SCHOOL HISTORY CURRICULUM: PERSPECTIVES OF TEACHERS, CURRICULUM DEVELOPERS AND LEARNERS IN SELECTED SCHOOLS OF LUSAKA DISTRICT

By

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A dissertation submitted to the University of Zambia, in partial fulfilment of the requirements for the award of the degree of Master of Education in Curriculum Studies

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DECLARATION

I, **Annie Mukuka**, do hereby solemnly declare that this dissertation represents my own work, except where otherwise acknowledged, and that it has never been previously submitted for a degree or any other qualification to the University of Zambia or any other university for a similar purpose.

Signed: …….. Date: ……

APPROVAL

This dissertation of **Annie Mukuka** is approved as fulfilling the partial requirements for the award of the degree of Master of Education in Curriculum Studies of the University of Zambia.

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ABSTRACT

The main purpose of this study was to explore what should be taught in the Zambian Secondary School History curriculum content in selected secondary schools in Lusaka district.

In this study, the qualitative method was used which employed phenomenology design. Purposive sampling technique was used to sample 64 respondents; 1 history curriculum specialist, 9 teachers of history, 9 heads of history section and 45 pupils. Interview guides and focused group guide were used to collect data. The objectives were; to explore which content knowledge is perceived by learners and teachers as not relevant in the history curriculum of the Zambian secondary school. To establish the content which should be retained and which one should be introduced in the history curriculum of the Zambian secondary school. To examine how to motivate learners' interest in the study of history in Zambian secondary schools in Lusaka district. Data was analysed using themes.

The findings of the study revealed that History should be taught in schools as it cultivates patriotism, develops lifelong skills, and promotes unity in culturally diverse societies like Zambia. Many topics in World History, Southern African History, and Central African History were found to be irrelevant, such as the history of China, Japan, and Italy, and non-Zambian kingdoms. Content that should be maintained and introduced includes Zambian history and contemporary issues like land use and land disputes in Zambia. It was therefore, recommended that The Ministry of Education should allow learners to specialize in history, with a focus on Zambian history, and then choose either World History or Southern African History. Make history practical and inspiring, with teachers who can make the subject engaging. If the curriculum is maintained without specialization, irrelevant topics should be removed and more Zambian history content should be added. Overall, the research emphasizes the importance of teaching history in schools, particularly Zambian history, and recommends making the subject more engaging and relevant to learners.

***Key Words**: Content, Curriculum, History subject, Irrelevant content*

DEDICATION

To all teachers of history who tell stories and help students to tell stories for themselves that in return bind us as a culture and make us as a people.

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ACRONYMS AND ABBREVIATIONS

ANOVA	Analysis of Variance
ECZ	Examination Council of Zambia
CFA	confirmatory factory analysis
IJRISS	International Journal of Research and Innovation in Social Science.
MoE	Ministry of Education
RHMS	Rocky Hill Middle School
SAGE	Strategic Advisory Group of Experts on Immunisation
SASHT	South African Society for history Teaching
UK	United Kingdom
UNESCO	United Nations Educational, Scientific and Cultural Organisation
USA	United States of America
UNZA	The University of Zambia
ZANIS	Zambia News Information Service

CHAPTER ONE: INTRODUCTION

1.0 Overview

This chapter contains the background of the study, statement of the problem, the purpose of the study, objectives and research questions. It further contains a theoretical framework, the conceptual framework, significance of the study, delimitation, operational definition of terms and a summary.

1.1 Background

History is a field of study that focuses on investigations, real life experiences and imagination that seek to explain how people and phenomenon have evolved and influence life over time. Its importance as a discipline of study can be seen in more ways than one. According to Tallavaara & Rautianinen (2020), history is one of the significant disciplines which is directly and entirely concerned with events, behaviour and action of human beings. Hence, it acts as a basis of all fields of study which fall under the category of humanities and social sciences. It is often said to be the "Queen" or "Mother" of social sciences (Tallavaara & Rautianinen, 2020, 2). However, history is found in every academic discipline of the study including pure sciences. They further explained that, according to modern scholars, history does not only contain the history of kings and queens, battles and generals but also the communities and the societies are subject of the study of history as well. Wineburg & Wilson (1990) stated that, history trains mental faculties such as critical thinking, memory and imagination. The discipline also introduces learners and scholars to traditional practices, values, and norms of the world. This helps them recognise and accept those groups as part of who they truly are. In addition, the study of history deepens the understanding of the potentialities and limitations of the present. Therefore, history is a future-oriented field that is related to contemporary issues as Tallavaara & Rautianinen (2020) explained. It will thus be correct to conclude that history has assumed the role of a human science. Accordingly, the rational as to why history should be taught in schools, should never be questioned since the optimal realization of the significance of history in schools begins with the curriculum.

The term curriculum was defined by Tyler (1957:79) as, "all learning experiences planned and directed by the school to attain its educational goals." Casewell and Campbell (1935) also defined a curriculum as all the experiences children have under the guidance of the teachers. Most importantly, a curriculum outlines what learners are supposed to learn and how to learn it. Therefore all curricula share one goal, which is to help students learn (Reuters, 2022). A

good curriculum according to Subharani et al. (2014), is one which is convenient, well planned and appropriate. Thus, when the history curriculum is appropriate, it also helps learners to develop coherent historical narratives and organise frameworks for their knowledge, values and skills of the past. In addition, Mogbo (2002) stated that, any curriculum which lacks convenience, plan and appropriateness crucially influences the quality of education which is provided.

At independence, Zambia inherited a British education curriculum which was Eurocentric. This was because, at independence during which Zambia was characterised by local citizens who had no formal education and could thus not participate in most of the political issues and running of the nation as noted by Ezeanya-Esiobu (2019). Therefore, the 1977 Education reforms advocated for the Africanisation of the curriculum MoE (1977). This saw the revision of the content in the subject leading to the inclusion of topics related to West and East African history. Later on, the curriculum included topics from Central and Southern African history. During that period, History was taught as a compulsory subject from Junior Secondary to Senior Secondary level (MoE 1992). This content-based curriculum merely focused on the acquisition of knowledge. Similarly to Zambia, Moyo (2014: 16) in Zimbabwe noted that, history pedagogy was characterised by "rote learning and memorization of facts and the uncritical reading of content by teachers and students." Thus there was need for a paradigm shift from the content-based curriculum to an outcome-based curriculum.

In 2013, the Zambian History curriculum was revised to an outcome-based one, which sought to link education to real life experiences that were to give learners competencies to access, criticize, analyse and practically apply knowledge that would help them gain life skills. However, despite major efforts in the education sector, the implementation of the outcome-based curriculum for history has not been done effectively at classroom level. Kabombwe and Mulenga (2019) observed that, teacher support was inadequate in terms of preparing teachers for the pedagogical methods and responsibilities to contribute towards the transitional justice project. Moreover, the outcome-based implementation in Zambia proved difficult for teachers of history to deliver as Muzungaire (2021) found that, it did not show the current realities on the ground relating to skills observed.

Mizzaro (1998), asserted that history's relevance is fundamental, even though not completely understood in terms of the concept for its documentation, information science, and information retrieval. Yilmaz (2008) argued that, although history is composed of a vast amount of

information making it neither possible nor sensible to teach learners everything about the past, selection of historical knowledge is inevitable. He added that, the process involved in the selection of historical topics should be made not only accessible and visible to the public scrutiny but also open to public debate and revision if needed. Furthermore, Maigida (2022) postulated that, to manifest the relevance of history, teachers need to focus on the function of instructions, socialisation, evaluation and motivating pupils, maintaining control and generally creating an environment for learning, as well as seeking judicious combination of enthusiasm and fair-mindness and others. Although Barton (2004) views were different, in that rather than relevance of history curriculum, he argued that everyone's worry should be on how to make history more interesting and more meaningful to the learners in schools.

Table 1.1 ECZ Performance Review Report for History Subject from 2019-2023

Year	**Number of pupils who Sat**	**Number of pupils Absent**	**History Paper 1 Mean**	**History Paper 2 Mean**
2023	31796	8799	25.02	29.31
2022	26180	6956	37.43	30.71
2021	27708	7133	31.35	28.59
2020	33782	9418	30.11	23.73
2019	29556	7211	23.08	23.25

The status of History as a school subject in Zambia is of great concern according to Silumba (2021).This is so because of pupil increased lack of interest in the subject and the negative connotations attached to the subject from the community which is slowly yielding negative results as (Silongwa, (2020); Muzungaire, (2021)) indicated. The data provided by the ECZ performance review report for the history subject from 2019 to 2023 offers valuable insights into the trends and patterns of student performance and participation in the subject. While the data is quantitative in nature. One of the key observations that can be made from the data is the fluctuation in the number of students who register to write the history exam from year to year. However, if we look at the data more closely, we can see that the number of students who register to write the exam tends to decrease as they progress from grade 10 to grade 12. For example, in 2019, 29,556 students registered to write the exam, but by 2022, this number had decreased to 26,180. Similarly, in 2020, 33,782 students registered to write the exam, but by 2023, this number had decreased to 31,796. This trend suggests that students may be losing

interest in the subject or may be dropping it as an optional subject as they progress through their secondary education.

Furthermore, the data on student absenteeism also provides some insight into student engagement and motivation. The fact that a significant number of students are absent from the exam each year (ranging from 7,211 in 2019 to 8,799 in 2023) suggests that some students may not be taking the subject seriously or may not be motivated to perform well. The mean scores for paper 1 and paper 2 also provide some evidence of student performance and understanding of the subject. While the mean scores have fluctuated over the years, they do suggest that students may be struggling with certain aspects of the subject. For example, in 2022, the mean score for paper 1 was 37.48, but in 2023, it had decreased to 25.02. This suggests that students may be finding certain topics or concepts more challenging as they progress through the subject. According to Muzungaire (2021), the common complaint from secondary school learners is that, History is too bulky and has a lot of foreign content that learners find difficult to understand. This and other factors have seen history in Zambia losing popularity as stated by Silumba (2021). Silumba (2021) and Silongwa (2020) further noted that government officials and school administrators are on record advocating that learning history in schools should be scraped off as it is of no relevance to the learners according to them.

1.2 Statement of the Problem

Among the social science subjects, history curriculum considers what societies value as important enough to pass on to younger generations through its schools (UNESCO, 2022). However, lack of consideration of what society should pass on to their younger generation has potential to affect the value of history as a school subject. The data from the ECZ performance review report suggests that the number of pupils who take history as an optional subject from grade 10 reduces as they progress to grade 12. For example, in 2019, 29,556 students registered to write the exam, but by 2022, this number had decreased to 26,180. This trend is consistent with the findings of Silumba (2021), which have shown that students tend to lose interest in the subject as they progress through their secondary education.

The data also suggests that students may be struggling with certain aspects of the subject, as evidenced by the fluctuating mean scores for paper 1 and paper 2. For example, in 2022, the mean score for paper 1 was 37.48, but in 2023, it had decreased to 25.02. This suggests that students may be finding certain topics or concepts more challenging as they progress through the subject. In addition, some learners who take the subject from grade 10 to grade 12, are

found to have little or no interest in the content, making it difficult for them to understand and apply, hence the poor performance. In addition, this has affected the desired competencies needed to be achieved after secondary school education by the learners as stated by Kabombwe, Machila and Sikayomya (2021). As the result, the culture may also be lost, as the future preservation of culture and heritage lies in the preservation of heritage, culture and values through education. It is for this reason that given the importance of the subject, in this study the researcher explored the Zambian secondary school history curriculum content from selected secondary schools in Lusaka district focusing on what should be taught so as to make the subject relevant to learners and to the Zambian society.

1.3 Purpose

The purpose of this study was to explore what should be taught in the Zambian Secondary School History curriculum content in selected schools in Lusaka district.

1.4 Objectives

The objectives of this study were;

1. To explore which content knowledge is perceived by learners and teachers as not relevant in the history curriculum of the Zambian secondary school.
2. To establish the content which should be retained and which one should be introduced in the history curriculum of the Zambian secondary school.
3. To examine how to motivate learners' interest in the study of history in Zambian secondary schools in Lusaka district.

1.5 Research Questions

The study was guided by the following research questions.

1. Which content knowledge is perceived as not relevant in the history curriculum of the Zambian secondary school?
2. Which content should be retained and which one should be introduced in the history curriculum of the Zambian secondary school?
3. How can learners' interest be motivated in the study of history in Zambian secondary schools in Lusaka?

1.6 Theoretical Framework

This study was guided by the situated learning theory. The concept of the situated learning theory is that learning best occurs within authentic context, culture and activity and that it is widely unintentional rather than deliberate as Lave and Wenger (1991) explained. The theory was initially proposed by Jean Lava and Etienne Wenger in the late 1980s. In the Situated Learning Theory the duo promotes the idea that students learn better in collaborative group settings and when the activities are based on real-life experiences. The major elements in situated learning are content, context and community**.**

In this case, history content for the Zambian secondary school curriculum should be justified and learnt through contextual and real world and Zambian activities and needs as stated by Dincer (2022). If it is done that way the history content knowledge, values, skills and attitudes learnt are likely to make learners appreciate the value and need of the content which in return will enhance better understanding of new information and make connections to prior experiences. Similarly Kurt (2021) noted that, when a suitable schema is not engaged, learners have trouble understanding the learning contents and are compelled to remember or learn by simply memorisation. Furthermore, learners of history, should be able to explore what they learn in person. In this way, learners are given the opportunity to connect theory with practice or plain information with personal and environmental experiences. Moreover, the relationship between learning history and the social situations in the community should always be considered important for history to be meaningful. It is in this context that the situated learning theory will provide guidance and grounding to the understanding of this study.

1.7 Conceptual Framework

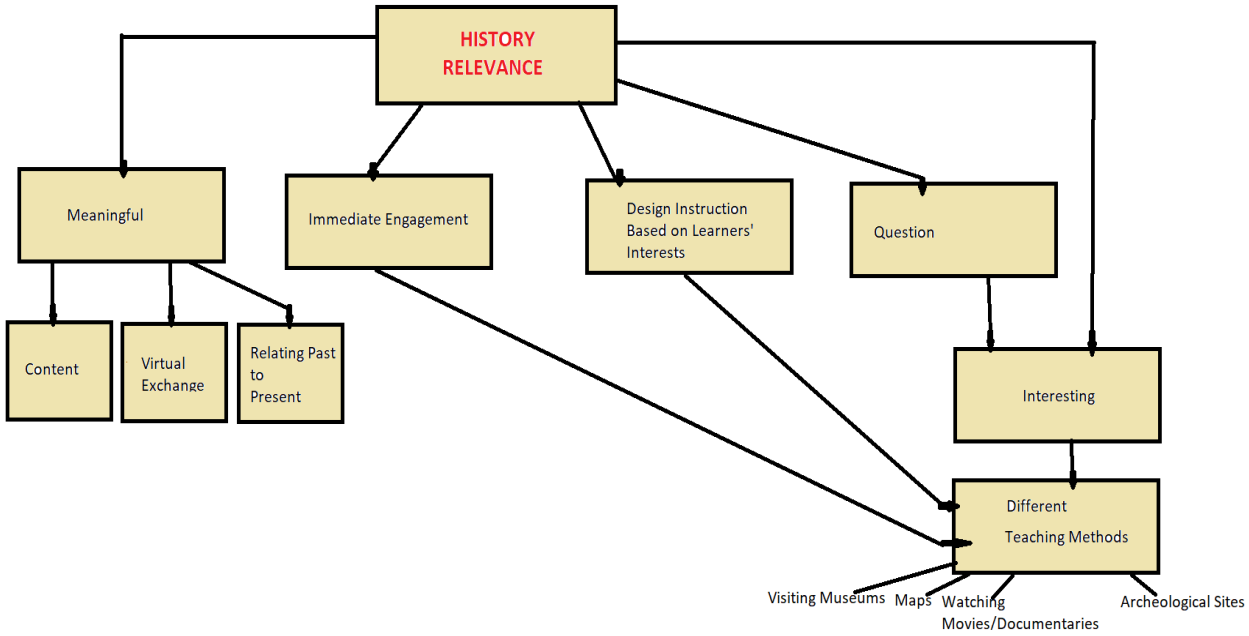

Figure 1.2 Conceptual Framework

As illustrated in the figure 1.1, for history curriculum content to be relevant it should be interesting and meaningful to the learners. History is made meaningful through content, virtual exchange and relating the past to the present. Relevance is about making the curriculum content important to the learners, attainable and ensuring that learners participate. It also gains its power to open student minds when it is directly connected with the now as postulated by Taylor and Young (2003). In this way, it gives access to words from primary source which may inspire learners to connect to each other. Finally, history is made meaningful through relating the past to the present (Taylor and Young, 2003). Real world content should be connected to modern day. Right questions should be set up for learners to be able to make the connections.

History is also made interesting through the use of different teaching methods which bring understanding of the past as Fielding (2005) put it. This enables learners to understand how different materials can provide to learners ways of understanding the past. This in return, teaching history became more meaningful through the use of different methods such as visiting museums, using maps, watching movies, documentaries and reviewing them or visiting archaeological sites to mention a few as explained by Fielding (2005). Asking right questions is another way to create relevance. Because, the questions asked should be that which could mould learners in how to think critically and how to evaluate different prospects stated (Wineburg & Wilson, 1990).

History relevance is also attained through immediate engagement of learners postulated Fielding; (2005). This can be done through motivation interest, curiosity by in cooperating for example story telling. This is a direct teaching method which is used to make history relevant by engagement in a purposely way. The other way history is relevant to learners is when content is based on learner's interests.

1.8 Significance of the study

It is hoped that the findings of this study may suggest content knowledge which is likely to be relevant to the learners. Further the findings may suggest way in which the subject can be made interesting and more meaningful to society. In return, the findings may help to inform history curriculum developers during curriculum review exercises to make changes to ensure it's up to date and relevant. It is further hoped that this study may aid policy makers develop policies that are related to the teaching of history in the country. Further, it is hoped that based on the findings, the recommendations may help to awaken pupils' interest in history and its learning. History is part of people's story and how they have developed, and hence this research may be vital to understanding a cross section of present issues, situations and problems which need a consideration of historical developments in order to come up with modern solutions.

1.9 Delimitation

This study was restricted to the exploration of the Zambian secondary school history curriculum content in selected secondary schools that are located in Lusaka district in Zambia.

1.10 Operational Definition of Terms

Explore: To research in order to have understanding or knowledge of it.

History: Is a social science subject that explores the past, its importance and its relevance to present.

Relevance: practical or social applicability

Irrelevant: Content not useful or helpful in understanding or solving a problem

Historical Knowledge: Understanding or awareness of past events that have shaped the world we live today.

Curriculum Content: is a body of knowledge, content or subjects

Context: Surrounding in which something exists

Content Knowledge: refers to the body of knowledge and information that teachers teach and that students are expected to learn in a given subject.

Learner-Centered Lessons: Teaching approaches that prioritize learners' needs, interests, and experiences.

Situated Learning: A learning approach that emphasizes the importance of presenting knowledge in an authentic context.

Authentic Learning Experience: A learning experience that is meaningful, relevant, and engaging.

Career Opportunities in History: The various career paths and opportunities available to individuals who study History.

Community of Practice: A social learning environment where learners participate in the practice of learning History.

Engaging Curriculum: This refers to a curriculum that incorporates local and contemporary content, making it more relatable and interesting to learners.

Innovative Teaching Methods: This involves using practical, visual, and real-world examples to teach History.

Value: This means providing learners with chances to understand the significance and importance of History.

Negative Perception: A negative attitude or opinion towards the subject of History.

Specialization: The option for learners to focus on a specific area of History.

1.11 Summary

This chapter has discussed the introduction of the study. The background of the study provided a brief outline of the study followed by the statement of the problem. The purpose of the study, objectives and research questions that guided the study have also been provided. The chapter also has the significance of the study, theoretical and conceptual frameworks, delimitation and operational definition of terms. The next chapter is a review of related literature that was used to show the gaps.

CHAPTER TWO: REVIEW OF RELATED LITERATURE

2.0 Overview

In the previous chapter, the background to the study has been provided. This chapter gives an intensive examination of existing literature so as to let known the available body of data on the relevance of secondary school history curriculum content. The chapter will also provide an overview of the Zambian secondary school history curriculum content, the significance of history subject and which history is taught in other countries.

2.1 Overview of the Zambian Secondary School History Curriculum Content

As mentioned in the background of chapter one of this study, at independence, Zambia inherited a British education curriculum which was very Eurocentric oriented. This was because, Zambia was characterised by local citizens who had no formal education and could thus not participate in most of the political issues and running of the nation (Ezeanya-Esiobu, 2019). Therefore, the 1977 Education reforms advocated for the Africanisation of the curriculum (MoE, 1977). This saw the revision of the content in the subject and the change of curriculum to content-based. The focus of this curriculum was on the acquisition of knowledge. In 1999 the Ministry of Education commissioned five curriculum studies which were conducted by the University of Zambia. These studies were followed by a review of the lower, middle and primary teacher education curriculum. Moreover, because the 1977 curriculum was content-based, it necessitated the need for a paradigm shift to an outcome-based curriculum in 2013. According to the MoE (2013), this curriculum reform process that culminated into the 2013 curriculum framework started way back in 1999. Ultimately,() Secondary school history content reviews are usually necessitated by the need to provide an education system that would not only incorporate latest social, economic, technological and political developments but equip learners with vital knowledge, skill and values that are necessary to contribute to the attainment of the subject goals. However, despite major efforts in the education sector, the implementation of the outcome-based curriculum for history has not been done effectively at classroom level. Kabombwe & Mulenga (2019) observed that, teacher support was inadequate in terms of preparing teachers for the pedagogical methods and responsibilities to contribute towards the transitional justice project.

2.2 Significance of History Subject

The teaching of history in schools in Zambia is as old as the introduction of formal education in the country. According to Silongwa (2020), after the establishment of the history Association in Europe in 1906, the teaching of history was spread to other parts of the world where European powers had colonies. When the missionaries introduced Western education, that is when history teaching begun in Zambia. The subject was favoured by the missionaries because it helped Zambians to easily understand biblical history, stated Silongwa (2020). This has been the point on which Zambia has continued to build on its history curriculum.

The importance of History in fostering effective citizenship is beyond question as stated by Chong & Yeo (2016). Numerous studies such as those by Wineburg & Wilson, (1990); Tallavaara & Rautianinen (2020); Silongwa (2020), have provided significant points to the question of why history should be taught. History illustrates a society's past and makes people have a better understanding of themselves. It is well known that, those who do not learn from the past mistakes are doomed to repeat them. Additionally, history should be taught in schools because, it cultivates patriotism. As it is viewed as a significant tool in promoting unity for cultural diverse societies like Zambia. As through it, learners are introduced to traditions, practices, values and norms of the group. This helps them recognise and accept those groups as part of who they truly are. Hence history is a vital part of a national integration. Guldi & David (2014) asserted that history is the best subject that best teaches the type of careful judgement and broad perspective needed in the public sphere by politicians and policy makers. Indeed they argued that the study of history is more important today than ever, owning to the digital revolution, globalisation, and flood of data that requires sophisticated investigation of long term patterns.

2.3 History taught in other Countries

History as a subject is both local and universal. According to Zajda (2007), history curriculum in many countries has been characterised by political, social, economic, cultural and ideological imperatives, whose goal is national building and cultivation of modern dimension of national identity in the global culture. In the United States of America, history is in the course of social studies. Within social studies they take a variety of subjects. The context of subjects within which American history is taught at senior high school which is grade X, XI, XII, are world history, United States of America history, and current problems. The current problem course

content consists of elements of government, economics and sociology organised around topics or units some of which are treated historically.

Similarly in Finland, Rautianinen et al, (2019) explained that, history is one of the core subjects in schools. In secondary school history is taught by a specialist teacher of history. After this, there is a voluntary general upper secondary school which has a course based curriculum. Every upper secondary student takes four compulsory history courses which are theme based though, the number has been decreasing. These are; the human in environmental and societal change, international relations in the twentieth and twenty-first centuries and history of independent Finland. The only national high-stake test in Finland is a matriculation exam. It is a compulsory national curriculum based external examination, although only 20 per cent of general upper secondary school students take part in history under this exam. Teaching in upper secondary school typically follows the skill, and knowledge needed in the test. History matriculation tests are done with emphasis on remembering content knowledge and skills needed to interpret brief sources in the context of historical periods. In this study, it was important to analyse what exactly is taught in the history subject in Zambia and which content was perceived as relevant and which one was not.

In Japan, school history curriculum went through changes in 2022. According to Koji (2022), from April 2022, high schools throughout Japan started offering a new compulsory course that sought to integrate Japanese and world history. Under the old guidelines drawn up for high school social studies, there were just two compulsory courses, world history and contemporary society. In the latest guidelines Koji (2022), explained that, the two compulsory courses were replaced by three new required subjects; modern and contemporary history, geography and civics. The three courses are designed to cultivate a balanced understanding of Japan and the world from a chronological, spatial, and social perspective. Modern and contemporary history deals with the modern history of the world and Japan within the world from eighteenth century to the present. The aim is for the student to acquire a sweeping and interactive grasp. According to this curriculum, students are evaluated in three areas in the new criterion-referenced assessment; knowledge and techniques, the ability to think, make judgements, and express oneself in unfamiliar situations, and attitude to independent study.

In Canada, there is no uniform educational system. Wrong (2022) explained that, this is because each province in Canada has its own government, therefore, the government of each province is charged with the education. Nearly five of the six millions of people in Canada are in the

provinces of Ontario and Quebec. In Quebec, the schools are French and largely under the control of the Catholic Church. The curriculum in the secondary schools of Ontario is limited to the history of ancient Greece and Rome, of England, and of Canada. In some smaller provinces an outline of general history is included. History is compulsory in every year of the course, which usually extends over about four years. In some schools five hours a week are given to history. The average would be about three hours. The larger schools with five or more teachers have usually a specialist devoted to history alone. In some of the smaller schools any member of the staff may have a class in history thrust upon him.

Malawian schools are in forms with junior secondary school having form 1 and 2; and senior secondary school with forms 3 and 4. According to the senior secondary history syllabus of Malawi (2013), learners in form 3 in term 1 learn interrelationships among the individual, family and society, economic and social issues in history. In term 2, they learn economic and social issues in history, patriotism, nationalism and leadership styles in history. In term 3, they learn about leadership styles in history. Those in form 4 in term 1 learn about the interdependence between Malawi and the world, economic and social issues in history. In term 2 they learn about leadership styles in history, patriotism and nationalism, and in term 3 interrelationships among the individual, family and society.

Like Malawi, the Tanzanian education system is also structured in forms. According to the Ministry of Education (2009) of Tanzania, history syllabus for advanced secondary education of Tanzania, in form V pupils learn pre- African colonial societies, Africa and Europe in the 15th century, people of African origin in the new world, from colonialism to first world war 1880-1914, colonial economy and social services after the 2nd world war, influence of external forces and the rise of nationalism and the struggle for independence and the political and economic development of Tanzania since independence. In form VI they are taught the rise of capitalism in Europe, the rise of democracy in Europe, imperialism and the territorial division of the world, the rise of dictatorship in Germany, Italy and Japan. Emergency of the USA as a new capitalist super power, threats of world peace after the 2nd world war and Neo colonialism and the under development of third world countries are also taught. The number of periods for teaching this syllabus is 10 periods per week of 40 minutes each. In Tanzania, pupils are continuously assessed throughout the course. At the end of the course pupils sit for the National Examinations, conducted by National Examination Council of Tanzania. Continuous assessment carries 50% and the final National Examinations carry the remaining 50%.

In Zambia, History is taken as an optional subject at secondary level in grade 10 and continue until grade 12. In addition, the history syllabus at senior secondary school level, and in particular in grade 10, pupils only learn Southern African history. In Grade 11, pupils learn World history(European history). In Grade 12 they learn Central African history. In addition, when it comes to history national assessment at grade 12, pupils are assessed in two papers. Paper 1 which comprises of Southern and Central African history of which both have equal number of questions and carrying equal marks, whilst paper 2 comprises of European history with one essay question on contemporary issues. From the above description it is clear that, the Zambian history curriculum still occupies a large content of European history. Furthermore, in the final school certificate examination at grade 12, both papers carry 100 marks, which are added together and divided by two, to get the total percentage obtained by the learner. From the brief analysis of the content that is taught in different countries, it is clear that what is taught is not only focused on the history of the particular countries but include some history which is regional and global as well. In this study the researcher explored which content was perceived as relevant and which was not so that it can be established as to which one can be retained and which one can be introduced into the Zambian history curriculum.

2.4 Relevance of Secondary School History content

Curriculum content is the totality of what is to be taught in a school system (Casewell and Campbell 1935). It is the subject matter of the teaching and learning process as rightly explained by Print (2017). Content is in form of knowledge, skills, attitudes and values which is supposed to be acquired by learners through the process of teaching. Content involves subject matter selected on the basis of topics cutting across traditional subjects and should be in line with learning experiences. In every subject taught to learners in schools, content relevance is important. According to Keller (1983), the relevance of content refers to learners' perceptions of the ways in which course content meets their personal or professional needs, interest and goals. MoE (2013) stated that, a good secondary school curriculum enables a learner to develop into an adult with sound intellectual, moral, physical and emotional abilities. This is because it motivates learners and also responds to their effective learning. Therefore, a relevant curriculum content is cardinal in education as it is the heart of any institution and societal development.

Haydan & Stephen (2021) analysed some reasons as to why it is important to teach history to learners in schools, and the importance of continuing learning the subject into adult life. This

is so as history is not a discipline that can be completed or ticked off during school years he stated. The duo also explained some of the challenges in the UK history curriculum as overemphasis on British history, the lack of black history in the curriculum, and the failure to recognise the role of colonialism. Haydan & Stephen (2021) also explored how history can be taught to keep up with the challenging world and society so that a complete picture of the past is depicted. It was also suggested that, there is a need to critique and dismantle the practices and the curriculum so that the history and mechanism behind it can be understood. The introduction of materials that were more relevant to the global community today was another thing that could be added. This includes, the history of a diverse range of cultures in the UK, the true history of the British Empire in different countries, history of migrations to the UK, and narratives of people excluded from history books. Haydan & Stephen (2021) explained how one can become a successful teacher of history. Haydan and Stephen's work is related to this study as it looked at what the UK curriculum should introduce in its history curriculum so as to enhance its relevance. This is similar to the process that the Zambian history curriculum seem to be facing. It is actually for this very reason that this study focused on these aspects of the history curriculum in Zambia.

Burston & Thompson (2016) discussed the philosophy of history and effective learning of it. In their book the duo analysed the UK History syllabus, with a particular emphasis on whether contemporary history was of more relevance to pupils than tradition history. In a specific chapter the authors also brought out the problems of value judgements in history and history teaching. The views of the two scholars provided a lot of reflection in relation to this study as they brought out what to look for and avoid as one is coming up with content for history. In this study the intention was to analyse what topics should be removed, maintained and introduced in the Zambian history curriculum.

A study by Bentrovato (2017) on the state of history education in Africa, assessed its potential to prepare the continent's learners for the challenges of learning to live together. Drawing on an examination of the school curricula and the experiences of education stakeholders, Bentrovato identified trends in the processes in the outcomes of curricula revisions, and key challenges to the teaching and learning of history across Africa. He further scrutinised the place that was given to history within African education systems by surveying related contents and pedagogies. The finding of that study showed that African history was fundamental yet sensitive and controversial a subject. That study is in line with this study in as far as the

exploration of what should be taught in the Zambian secondary school history curriculum and knowing the status of history in education in Africa is concerned.

Additionally, Bertram (2019) explored the question of what is powerful knowledge in school history. He focused on an analysis of secondary school history curriculum documents from South Africa and Rwanda. In that study the researched engaged with how curricular content selection regarding history topics, and how conceptual relationships were structured. Bertram also interrogated the extent to which curriculum provided learners access to relevant historical knowledge.

Diamini (2021) revealed on navigating and adapting the history curriculum as an official policy to realities on the ground in Eswatini. In the study Diamini outlined various strategies that teachers can implement to fulfil this responsibility. According to park (2020), there exists a profound gap between the pedagogical expectations embedded in the written curriculum and the actual intended local standards. He stated therefore that, it was the role of the teacher to bridge the gap, so as to ensure that the instructional strategies used are constructive and are aligned with the local educational policies for developing learners. The findings of the study revealed that they were some topics in the learning of history such as the Russian revolution that directly contradicts the reality on the ground. In Eswatini, the local education policy advocates for the use of history as a subject to develop patriotic citizens. Therefore a teacher of history must handle topics well by using sources from contrasting perspectives which can help develop critical thinking and empathy among the learners, thereby enabling them to consider the issues from a wider perspective. That study is vital for in that it pointed out how teachers can help learners find the subject of history relevant and interesting.

Sebbowa (2021), provided a remarkable collection of contributions in his book on African History that raised and discussed issues associated with teaching African history in schools. All the case studies in his discussion showed an exceptional sensitivity to the dangers and opportunities associated with teaching and learning African history across the continent and beyond. The cases were drawn from South Africa, Kenya, Rwanda, Zimbabwe, Malawi, Cameroon and Tanzania, as well as the teaching of South Africa history outside Africa in the United Kingdom and Canada. He stated that, this was relevant in raising Afrocentric voices and contributions to existing debates in the global field of history education. The author provided an in-depth examination and analysis of nine individual and comparative empirical studies. Thematic issues were critically analysed in relation to the history curricula and

textbooks with content knowledge, pedagogical content knowledge and activities on how African history was diffused in schools. The findings lead to the conclusions that in the cases of Kenya and Rwanda, the policies and purpose of school history closely aligned with a memory history discipline that mostly required learners to recall and memorise facts. For South Africa, and to some extent in Zimbabwe, the policies adopted a procedural knowledge in history focused on thinking historically, doing history and hermeneutical interpretations of the past. This revelation brought out the purpose and content knowledge of the curriculum in the four case study countries. Based in the experiences in all this literature one of the questions that was answered in this study was what should be taught in the Zambia history curriculum.

In a publication of the Zambia News Information Service (ZANIS), Mubita (2022) postulated that the history subject should be banned in Zambian schools until Zambia has a correct history. In his writing, the reasons for the proposed ban were that, the nation was teaching wrong content to the children, because none so far has been able to establish the true history of Zambia. To this effect, he also claimed that various scholars have expressed how distorted Zambian history is and hence demanded for the history to be rewritten. Furthermore, he expressed shock in his writing after seeing and hearing from learned personalities and journalist on television news giving a deceptive origin of Zambia and trying to unfold the contributions foreigners did to the same. ZANIS publication is related to this study in the sense that Mubita was actually questioning what should be taught in history in Zambian schools, and how relevant the history content was. However, the publication was too general and did not specify what exactly was not relevant concerning what was being taught in schools at primary or secondary levels.

Tinashe (2021) analysed the challenges related to history curriculum in Zambia. The findings of that study were that the curriculum was not inclusive in terms of the content that was taught to learners. Some content was seemly left out thus he suggested and gave examples of content such as that of the lives and contributions of Adamson Mushala, Captain Solo (Stephen Lungu), Hurry Mwanga Nkubula, Simon Mwansa Kapwepwe as content left out. Tinashe also expressed fear that the said content will be lost. He further argued that learners may never know its importance if it was not preserved and understood through education. He attributed this to the country not prioritising local history. In the same study Tinashe (2021) also found that the Zambian history curriculum was not liked by teachers and learners because it was not practical. This was because most of the content was simply theoretical. Tinashe's findings are significant for this study in that it highlights and suggest the content to be included in the history

curriculum and also brought out one factor that was making history to be not interesting. Nevertheless, Tinashe did not bring out what Eurocentric content was perceived to be irrelevant and further did not bring out factors that can help arise learners' interest in the subject as this study did.

Silumba (2021), did a critical reflection on the loss of the popularity of history as a subject among learners in secondary schools in Zambia. In her reflection she analysed some of the reasons that have led to the loss of popularity of the history subject in secondary schools in Zambia. Among these reasons was the irrelevant topics that the curriculum had. She explained that some topics in the history syllabus were irrelevant to the learners and gave an example of the topic on the Balkan wars. She explained that there was a need to do a topic selection in history based on needs assessment from among the enormous historical knowledge. Silumba emphasised that topics to be taught in history should be carefully selected by the experts guided by curriculum developers. The importance of the topics selected should be demonstrated by their ability to promote historical thinking skills and to increase their understanding of the social world and their roles in it. Apart from this she stated that learners in history are supposed to learn topics that are relevant to their lives and should be tailored to their local circumstances. In her reflection Silumba pointed out some topics that were perceived as irrelevant content in history curriculum and how content should be selected for it to be relevant to the learners. However, that reflection did not bring out what content should be maintained or introduced in the history curriculum and how learner's interest can be raised in the subject which was the interest of this research study.

Furthermore, Mazimba & Kabombwe (2021), attempted to capture young people's views about the school history curriculum in Zambia. A qualitative research approach design was used to monitor e-documents inform of comments of focus groups and individuals on face book on what the Zambian youth thought about the history curriculum. The research revealed that the Zambia society had transformed and social media was a valid platform used to engage with the youth on issues directly affecting their lives such as education content. This is because it provides an environment which removes traditional inhibitions of authority figures and meets the youth in their own comfort zone, making them free to discuss sensitive topics. The study also found that the youth in Zambia had been side lined in discussions concerning curriculum development. They have been placed into the straitlaced role of consumers and their feedback had never been sought. It was observed that youths found the content in the history syllabus to be irrelevant not only to their present but also to the future they envisioned for themselves. The

online study by Mazimba & Kabombwe noted that there was indeed some content that youth perceived to be irrelevant in the secondary school history curriculum in Zambia, although they did not bring out the actual topics in history which the youth considered irrelevant.

2.5 How to motivate Learners Interest in the Learning of History

Rose Talin (2014) carried out study in Malaysia to uncover the underlying reasons why history was seen as a boring subject. The study was qualitative and used data collection methods such as observation, interviews and review of documents. The findings of that study were that, teachers were using teacher centred teaching approaches so as to manage time in order to complete the syllabus in readiness for the central examinations. It was thus concluded that examinations were the underlying reason for the subject to be seen as a boring subject. Nevertheless, her study did not review what type of content was perceived irrelevant in the history curriculum at secondary school, neither did it look at what content should be maintained in the curriculum nor which one should be introduced. More importantly the study did not proceed to analyse how the methodology of teaching affected the learner's interest in the learning of history as a school subject.

Tallaavara & Rautiainen (2020) conducted a study about student class teacher's conceptions of teaching History. In that study, a phenomonographic approach was used to identify and characterise different conceptions. The results showed that student class teachers considered understanding of the present to be the most important objective in school history. Based on their own school experiences, they highlighted the significance of the big picture instead of learning scattered facts and details. Students also stressed the importance of the motivation to study history. The study is related to this research as it partially reviewed how history content should be taught to the learners in order for it to be interesting. Kambilima (2015) did a critical reflection on how he interacted with senior secondary school pupils concerning the learning of history. From the pupils who disliked the subject, Kambilima noted that the syllabus was too long to finish and thus bulky notes given by teachers. He also tried to highlight the value of learning about the men and women who ruled in history and their leadership styles. Men such as Shaka of the Zulu, Sebitwane, of the kololo, Benito Mussolini of Italy, Adolf Hitler of Germany, Otton von Bismarck who led the unification and explorers such as Dr David Livingston and Mungo park. He further explained how easy history exam was to write. Kambilima's reflection is vital to this study in that he tried to explain how to arise learner's interest in the subject and the value of some topics in the curriculum. However, the study did

not suggest any history content that should be maintained in the curriculum and did not bring out which content was perceived irrelevant nor suggest what content should be introduced in the history curriculum which this study examined.

In 2020, Silongwa undertook a study to assess the value of teaching history in primary and secondary schools in Zambia. It was observed in his study that among other cardinal values of history were; to train future leaders, foster national unity through self- awareness, equipping learners with skills on conflict resolution and management, developing patriotic values and to inculcate good morals in learners. Based on these he suggested that, history should therefore be considered to be taught as a compulsory subject to all the learners in all the schools in Zambia. Another recommendation in his study was that there was a need for a new understanding and model in history teaching that must be adopted. Moreover he recommended that the dominance of the ethnocentric model must come to an end since it made history sound alien to learners in Zambia. He thus suggested that teachers of history in Zambia must provide opportunities to their students to investigate and examine the past and form views about today and the future. He thought that by doing so History lessons would be brought home by relating what happened in the past with what is currently obtaining in the world and then allow learners to come up with conclusions and solutions. That study is related to this study because it brings out reasons to ensure that history teaching is appreciated by the learners and the society at large, but it lacks on what content should be maintained and which one should be introduced in the history curriculum.

In addition, Diego (2022) analysed secondary and tertiary education students' conceptions about the relevance of history using three categories: developing a personal identity, becoming a citizen and understanding the human condition. Quantitative research approach was used which employed the RHMS questionnaire with a sample of 403 participants divided into three groups of secondary education students, pre-service teachers and undergraduate history students. After conducting a confirmatory factory analysis (CFA), a one-way ANOVA indicated statistically significant differences between the groups. The pre-service teachers and history undergraduate students obtained higher scores in all three subscales than secondary education students. A discussion was presented about the importance of initial teacher education and the necessity to reinforce notions related to the relevance of history in the formative development of prospective teachers.

Alabi (2017) focussed on examining the challenges that faced the teaching and learning of history as a subject in senior secondary schools in IIorin West Local Government Area of Kwara State in Nigeria. In that study, a descriptive statistic of mean was used to answer the research question. The findings reviewed inconsistent government policies towards history as a subject, the quality of history teachers and the teaching methods used in teaching history had diversely affected the teaching and learning of the subject. That study article is vital to this study with regard to how learner's interest can be raised in history subject.

Further, Machila, Sompa, Muleya and Pitsoe (2018) did an evaluation on the use of inductive and deductive methods in teaching social studies subject in secondary schools, specifically in History and civic education. The researchers also attempted to understand the teaching instructions or approaches that were normally applied in the schools. Thematic analysis was used to analyse the data. The findings of the study revealed that, the time allocated to the implementation of social studies was inadequate and thus the teaching of the subject through specialisation contributed to the poor performances of the learners. That study pointed to the fact that the teaching of social studies, where history of part of it, contributed to the poor performance and thus the low interest in the subject.

Hunter & Farthing (2009) explored what year 11 and 13 students thought about history, how they talked about it and what they were interested in studying. They noted that being aware of student's interest and considering how the key competencies relate to history as a subject could open the way for professions about different ways to approach the teaching of history in high schools.

Schoeman (2006) analysed in form of an article in defence of history as a school subject. In the analysis Schoeman observed that the majority of learners in South Africa, terminate their study of history at the end of General education and training phase (grade 9). He advocated for an active step to be taken by history practitioners and other educational players to prevent the subject from becoming extinct in South African government schools. He further stated that there was a need for adequate and effective promotional strategy to sell history in government schools. He further stressed that the subject must not only convince adult sceptics, whether inside or outside the staff room , but also give learners at the end of the general education and training phases a reasons to consider choosing to study history in the education and training phase (10-12) that followed.

Furthermore, Alexander (2005) explored how empowering students to have control over their history curriculum, can hence their motivation, extend their learning, and develop positive dispositions for life-long learning. He argued that negotiation of the curriculum can provide a means of regenerating the teaching and learning process. Starting with the learners, and considering their interests and motivations seem to be the logical starting point for developing and extending student understanding. Alexander's views are vital to this study as he explored the importance of students' views in deciding the topics in the history curriculum. However, he did not provide suggestions on how to raise the learner's interest in particular and what should be taught in the history curriculum which was the aim of this study.

Ghosh & Bairagya (2018) conducted a study on the challenges of teaching history at secondary level in Akwa Ibom State, Nigeria. In his study the findings pointed to the need to identify the root causes of the loss of interest in the learning of history among students. The results of that study also revealed that there were many factors that were responsible for the low interest and achievements of the students. It was for instance found that the teaching strategies along with the contents of the subject history shared a problem combination which is not in favour of a sound achievement for students. All the content in the syllabus could not be taught through a particular method. However, classrooms were overenrolled. So to meet the demands of the situation a teacher had to use a blended or mixed method to teach content to the different learners who were found in one class. Although this study brought out how learners can effectively understand history content and enable them relate to it, it did not bring out what history content was perceived irrelevant and that which was to be maintained and introduced to their history curriculum.

2.6 Research gap

It is observed from literature reviewed in this chapter that relevant content is very important for any subject however, in Zambian secondary school, history content has been perceived to be a problem. As MoE (2013) put it, a good secondary school curriculum enables a learner to develop into an adult with sound intellectual, moral, physical and emotional abilities. Therefore, the review of various literature in relation to the relevance of history curriculum content brought to light several aspects of great interest. One outstanding aspect in the reviewed literature was that of lack of knowledge about relevant content which should be maintained in history curriculum at secondary school level in Zambia and what content should be introduced to the curriculum so as to solve the relevance and bulky problem of history subject at secondary

school. It has also been noted that how pupil's interest in the subject can be motivated has not been well understood and contextualized to the Zambian situation.

2.7 Summary

As noted in the reviewed literature sources conducted in Zambia on what should be taught in history at secondary school level, most of the literature review established that most of the history content at secondary school in Zambia was irrelevant but failed to bring out what history content was perceived irrelevant and content to be maintained and introduced to the history curriculum. In addition, it has also been noted that how pupil's interest in the subject can be motivated has not been well understood and contextualized to the Zambian situation. It is from this review that the gap to this study was established. In the next chapter, the methodology that was employed in this study has been presented.

CHAPTER THREE: METHODOLOGY

3.0. Overview

In the previous chapter, related literature on the relevance of history curriculum content was reviewed. In this chapter, the specific research methodology that was used to explore the Zambian secondary school history curriculum content in selected secondary schools in Lusaka district which includes , the research design, target population, sampling and sampling procedures, research instruments and their trustworthiness, data collection procedures, data analysis and ethical consideration have been explained.

3.1 Research Paradigm

This study was guided by interpretivism research paradigm. This philosophical world view posts that, there is no single reality or truth, and hence, reality needs to be interpreted. Therefore, a qualitative method was used to be able to get these multiple realities in relation to the teaching of history content. In addition, the qualitative method was suitable for this study as it inquires to understand and interpret human and social behaviour as it is lived by participants as explained by Petty, Thomson, & Stew (2012). Qualitative research is a strategy for systematic collection, organisation and interpretation of textual information. This means that, this study involved collecting and analysing of non-numerical data (e.g., text, video, or audio) to understand concepts, opinions and experiences of participants. Qualitative method gives the voice to those whose views are rarely heard, for this and other reasons it was chosen as a method for this study. This approach also allowed the researcher to gather in-depth insights into the problem of the Zambian Secondary School History Curriculum Content in selected Secondary Schools in Lusaka District, and afterwards sought to answer the question of what should be taught. It was thus hoped that new ideas would be generated and possible solutions provided to the identified challenges.

3.2 Research Design

A research design is the plan or strategy that researchers use to answer the research questions, which is underpinned by philosophy, methodology and methods according to Chun, Birks and Francis (2019).This study used phenomenology research design to explore the experiences, perceptions and opinions of participants who lived the experiences of History teaching, learning and curriculum development. This design suited the problem of this study as it sought reality from individual's narratives of their experiences and to produce in-depth descriptions of the phenomenon.

3.3 Target Population

According to Oso & Onen (2009), a target population is the total environment of interest of the one carrying out the research. The population of this study constituted all the secondary schools, all teachers of history in Lusaka district, all Heads of History Section, all grade 12 pupils in Lusaka district and all History curriculum specialists at the Directorate of Curriculum Development.

3.4 Sample Size

This being a qualitative research, the researcher was alive to the fact that a qualitative study typically requires a smaller sample size, so as to focus on the research question and make it diverse and detailed enough so as to get the full picture. The sample for this study consisted of participants broken down as follows: History curriculum specialist, Teachers of History, Heads of History sections in secondary schools and Grade 12 pupils. For this study, the researcher had a sum total of sixty four (64) participants comprising of one (1) specialist in history from the directorate of curriculum development in the Ministry of Education, one (1) teacher of history from each school in nine zones from Lusaka district and one (1) head of history section from each school and five (5) pupils from each school (from 9 schools from the 9 zones). Therefore, the total sample was (1) History specialist, nine (9) teachers of history, nine (9) heads of section, and 45 grade 12 pupils. In qualitative research Morse (2000) noted that, saturation point is the most important aspect when it comes to sample size. Saturation is when a researcher goes for interview or conduct focused group discussions and become familiar with the kind of answers that participants are giving to the research question. When this happens, the researcher become aware that, he or she has done enough work, in short the research question has been saturated. The different participants were sampled as explained in the sections that follow.

3.5 Sampling Criterion

Sampling is the process in which subjects are selected to represent a population in the study (Bhardwaj, 2019). This is important because, when it comes to research, it is rarely possible to collect data from every person in the group. Therefore, this study used non-probability sampling criterion to select participants. In this case the researcher used purposive sampling

method to target secondary schools, History curriculum specialist, Heads of section, teachers of history and Grade 12 pupils.

3.5. 1 Schools

In Zambia, the Ministry of General Education has divided the country into provinces, and each province is further divided into districts. Within each district, schools are grouped into zones. A zone consists of a cluster of schools that are located in a specific area or neighbourhood, which is responsible for overseeing the administration and management of the schools within that zone. From the nine zones in Lusaka, one school was purposively selected from each zone. Giving the study a total number of 9 secondary schools. The researcher purposively selected one school from each nine zone so as to have a representation of a school in all zones. Purposive sampling method is also known as judgment, selective or subjective sampling according to Etikan (2016). He further explained that, it is a sample that is selected based on characteristics of the population and the objective of the study.

3.5.2 Teachers

Expert purposive sampling was used to select one teacher of history and one head of section from each school. In this case the teacher with ten years plus experience in the teaching of history in a particular school was purposively sampled. Therefore the participants were 9 teachers and 9 heads of section from all the zones, giving the total sample of 18 teachers. Expert purposive sampling was appropriate for this study because, the researcher believed that through this sampling she would be able to obtain a sample by using a sound judgement and thus provide the study with participants who were in a position to give appropriate information based on their expertise on the subject of the study. In addition, heads of history section were chosen to be part of the sample because in most cases these teachers have history as their major teaching subject whose expert knowledge and ideas of history was cardinal to the study.

3.5.3 Pupils

Homogenous purposive sampling was used to select 45 grade 12 secondary school pupils. Pupils were homogenously sampled meaning, the researcher intentionally selected pupils who were similar in terms of Grade and subject. In addition, grade 12s were a targeted sample in that they were assumed to have interacted with all the three sections of History (Southern History, European History and Central African History). Purposive sampling was appropriate for this study because, it lowers the margin of error in the data because the data sources are a

close fit with the research context. This is also because, the researcher collected information from the best fit participants and the results were most probably relevant to the research context. With the help of the Head of sections 5 grade 12 pupils were picked from among those who were taking History.

3.5.4. History Curriculum Specialist

The researcher purposely targeted 1 Subject Curriculum Specialist, as they are considered to be helpful in supporting the improvement of teaching and learning through communication and collaboration with teachers, administrators and district leaders. In an effort to get in depth information, purposive sampling was used to select the History specialist. The type of purposive sampling that was used for History Specialist is the stakeholder sampling, which involves identifying stakeholders who were part of the selection of the education content or administering the content (Palys, 2008). The Subject Curriculum Specialist was selected also so as to provide detailed information on the relevancy of History curriculum content at Secondary School level or what should be taught because, the specialist had the required information to this study.

3.6 Research Instruments

There are a variety of methods used for data collection in a qualitative research. Ary (2010) stated that, some of these methods include observations, interview, focused group discussion and document analysis. In this study, the researcher used interview guides (semi-structured) and focused group guides to collect the data in order to answer the research questions.

3.6.1 Interview Guide for Curriculum Specialist, Teachers and Heads of Sections

Semi-structured interview guides was used to collect information from the curriculum specialist, teachers of history and history heads of section, on what content knowledge in history secondary school curriculum was considered irrelevant. The guide was also used to find out from teachers which content knowledge was to be maintained and which one was to be introduced in the curriculum at secondary level. The interview guide had a set of main questions and corresponding to each was a set of probing questions prepared to collect data from the teachers. Interviews were recorded with permission from participants.

3.6.2 Focused Group Discussion Guide for Learners

A focused group is a technique used to understand feelings, meanings, and interpretations of a selected group of people. Nine focused groups were conducted, each consisting of 5 learners from the nine schools in the 9 zones who were homogenously represented, so as to foster more confidence in individual group members in voicing their own views as they were composed of the same level of education, knowledge and experience. As Sim (1998) explained that even among strangers, there was a certain amount of comfort and safety in the group environment when the participants share key characteristics. Focus groups were appropriate for this study because of its ability to generate information in a relatively short time. The focused group guide had a set of questions that were asked to the learners and encouraged discussion on how interest could be raised among learners in history subject, and on what content knowledge they perceive irrelevant in the curriculum.

3.7.3 Trustworthiness

Trustworthiness in qualitative research describe how believable the results of the study are. Lincoln & Guba (1985) defined trustworthiness as how much truth value is placed in qualitative data, analysis, interpretation and the related findings and conclusion of a particular study. There are four criteria in Lincoln and Guba's framework, from which the focus for the study was on credibility, dependability, transferability, and confirmability.

3.7.4 Credibility

Polit & Beck (2012), defined credibility as the truth of the data or participant views and the interpretation of them by the researcher. To enhance credibility the researcher collected enough data from the participants for the study. Conducted member checking by sharing the interview audios with the participants to ensure that they were accurate and reflected their experience and asking for their feedback.

3.7.5 Dependability

Dependability according to Lincoln & Guba (1985), refers to the stability or consistency of the inquiry process used over time. This was addressed in this study through clear presentation of methodology, keeping of field notes and the recordings. These helped to compare the responses from among all the respondents so as to ensure that only consistent themes and data was seen as dependable or as pointing to how things were about history as a subject. Continued data

collection until data saturation was reached, which occurred after 16 interviews and 5 focus groups.

3.7.6 Confirmability

Conformability is the quality of the study findings. It refers to the researcher's ability to demonstrate that data represents the participant's responses and not the researchers' biases or viewpoints as explained by Polit & Beck. (2012).In this study confirmability was addressed through reflexivity, audit trail, and reference to literature. Reflexivity is the attitude that a researcher adopts when collecting and analysing the data. Basically it is the process of asking the researcher him or herself before, during and after a study questions like how my beliefs predispose me to influence data points towards a particular conclusion. This is because, in qualitative research the researcher makes all the decisions. Therefore, their biases and experiences can impact the research process. To enhance conformability the researcher provided transparent data analysis by describing the themes and data analysis procedures in detail. Used quotes and examples from the data to support the findings, such as "Teacher 4 stated, 'From my experience learners' turn down history as they progress to grade 11 because there is too much information to read and process.'" Used more than one data sources, including interviews and focus groups, to validate the findings. Additionally, member checking and use of the recorder helped the researcher to ensure that what was given by the respondents was what was analysed and interpreted.

3.7.7 Transferability

Polit & Beck. (2012), defined transferability as findings that can be applied to other settings or groups. A qualitative study meets this criterion when the study that has been done has the potential of the applicability of findings to other contexts. To enhance transferability the researcher provided thick description by describing the context and participants in detail, including the school setting, teacher demographics, and learners characteristics for the reader to be able to make any judgment call if need be. Used a theoretical framework on the history relevance to guide the research and provide a framework for understanding the findings. Compared the findings with other studies on importance of teaching history to learners in schools, what should be taught and how to motivate learners' interest in history subject so as to identify similarities and differences. Provided implications for irrelevant content, such as recommendations on how to make history subject more meaningful and interesting.

3.8 Data Collection Procedure

The researcher firstly conducted focused groups with the learners. For each school, the learners were identified with the help of the school administration, the HoS and the researcher went in the classes that took history and explained to the pupils' details about the research and thereafter with the help of the class teachers asked for five volunteers to take part in the focus group. The focus group discussions took about 30- 45 minutes. The researcher then went on to conduct semi-structured in-depth interviews with the teachers of history and head of history section . This was done in all the nine (9) schools. Lastly, the interviews were done with the history specialist from the Directorate of Curriculum Development so as to get more insights and perspectives to the study.

3.9 Data Analysis

There are different ways of looking at qualitative data or information. Content analysis was employed together with Narrative analysis. Patton (2002:1) noted that, "Qualitative analysis transforms data into findings. Therefore, the data were obtained through both interviews and focused groups as earlier explained. The analysis of this data was done in accordance with the respondents' respective groups. In the case of all four groups, however, the responses from the respondents were sorted according to topics, emerging patterns, concepts, explanations, experiences, views and values. The responses that were identified as common themes were merged together in accordance with the respondents' grouping, in order to draw interpretations.

3.10 Ethical Clearance and Considerations

3.10.1. Ethical Clearance

Ethical clearance was obtained from the University of Zambia Ethics Committee (postgraduate). Then the researcher obtained an introduction letter from the Assistant Dean Postgraduate in the School of Education at the University of Zambia, to make it easily to introduce oneself to the authorities and participants during the collection of data in the field. This was done in order for the researcher to be given permission to freely interact with the selected participants without avoiding any procedure.

According to Myler (2019), ethics are generally thought of as principles for guiding moral behaviour distinguishing between what is the right thing to do in a situation and what is the wrong thing in a situation. Anticipating ethical issues in qualitative research, there are two types: taking approval from the University Ethical Board and taking consent of participants.

There are various process ethical issues that can occur, the general ethical considerations that was applied include;

3.10.2 Voluntary participation

The participants were informed that the participation in the study was voluntary and that they were free to withdraw from the study at any time without any detriment to themselves. All participants were provided with a written document explaining what the study was all about and requesting their participation and assuring them of confidentiality.

3.10.3 Informed Consent

This is the most fundamental ethical principle that enables participants to fully understand the kind and aim of the research that they give consent to participate without coercion. Thus the researcher sought consent from all the participants before the collection of data commenced for each session.

3.10.4 Privacy and Confidentiality

Confidentiality involves the disclosure to the subject the use to which data will be put while ensuring that responses to personal questions, scores on tests and so on, are kept confidential and anonymous. All participants' identity were disguised, by hiding or changing any identifying information.

3.10.5 The right and welfare of participants

The researcher avoided psychological harm or discomfort to the subjects. This research made sure the risk to participants was minimized by procedures which did not expose them to any risk.

3.11 Dissemination of Findings

The researcher employed a planned dissemination process that took into consideration the targeted audience and the set up in which the research findings were received. For instance the researcher will write a journal article out of this work and intends to make a presentation at a local education conference.

3.12. Benefits of the Study to the Participants

The study "What should be Taught in the Zambian Secondary School History Curriculum: Perspectives of Teachers, Curriculum Developers and Learners in Selected Schools of Lusaka District" aims to explore the perspectives of teachers, curriculum developers, and learners on what should be taught in the Zambian secondary school history curriculum. Therefore, the following may be the benefits to the participants;

3.12.1 History Curriculum Specialists

The study's findings can inform the review and revision of the Zambian secondary school history curriculum, ensuring that it remains relevant, effective, and aligned with learners' needs and interests. The study provides valuable insights and data that can inform decision-making about curriculum content, structure, and assessment, helping curriculum specialists make evidence-based decisions. By understanding the perspectives of teachers, learners, and other stakeholders, curriculum specialists can design a history curriculum that is more engaging, relevant, and effective in promoting learners' understanding and appreciation of history.

3.12.2 Teachers of History

The study's findings can help teachers understand what topics and themes are most relevant to learners' lives and interests, enabling them to create more engaging and effective lesson plans. By understanding learners' perspectives on what they want to learn, teachers can adapt their teaching methods to better meet learners' needs and promote deeper understanding and retention of historical concepts. The study's recommendations can inform teachers' professional development, helping them stay updated on best practices in history education and curriculum design.

3.12.3 Grade 12 Pupils who take History Subject

By incorporating learners' perspectives and interests into the curriculum, history education can become more engaging, relevant, and enjoyable for learners. The study's recommendations can help learners develop a deeper understanding and appreciation of history, its relevance to their lives, and its importance in shaping their identities and communities. By exploring diverse perspectives and themes in history, learners can develop critical thinking and analytical skills, essential for navigating complex historical and contemporary issues.

3.13 Summary

In this chapter, a detailed methodology of how this research was done has been explained. In this procedure the following have been covered: research paradigm, the research design, target population, sampling techniques and sample size, research instruments, data collection procedure, data analysis and ethical issues. In the next chapter, research findings of this study are presented.

CHAPTER FOUR: PRESENTATION OF FINDINGS

4.1 Overview

In the previous chapter, a description of the methodology that was used to conduct this study has been outlined. In this chapter, the findings based on the data collected through interviews and focused group discussions have been presented according to the emerging themes from the analysed data.

4.2 Findings of the Study

The researcher used a qualitative research approach, in particular phenomenology explained in chapter three. In order to obtain the findings presented in this chapter, interview guides and focus group guides were used to obtain data from History curriculum specialist, teachers of History and pupils. It is from this information obtained that the researcher identified emerging themes from the analysed data that was given by the research participants. Therefore, in the description of the responses from participants, the actual words have been used as much as possible so as to provide evidence. The following were the themes that emerged from the analysis.

4.3 The Importance of Teaching History in Schools

History as a subject has been established in literature review as a subject that has often been ignored by pupils, teachers, some education leaders and some individuals in society. Therefore, from the very onset the researcher sought to find out the views of pupils, teachers, Heads of Sections and the Curriculum Specialist over the importance of teaching and learning History in schools. Through the interviews, the History Curriculum Specialist and most teachers indicated how the teaching and learning of history was so cardinal to any society. For example, the Curriculum Specialist explained that;

> *History should be taught to the learners because it makes other subjects to become necessary as each subject begins with its history. In addition, for any analysis to be done, there should be history, it also promotes critical thinking to the learners therefore, you do away with History there will be no education.*

Teacher 4 added that;

> *A life without history is nothing. Children need to learn History so that they appreciate what the past generations have done to the country, to their lives, to their freedoms and also for them to try to be relevant to the country so that they*

can be remembered in future or learn the good and the bad that their fore fathers did. Above all it gives pride to the learners when they know about their history of what they are.

HoS 2 also agreed with Teacher 4 and started that;

Through history learners can learn how past societies, systems, ideologies, governments, cultures and technologies were built, how they operated, and how they have changed.

Additionally, Teacher 3 added that;

History should be taught to learners for them to understand their origins and they can only do that if we take them back to their roots through history. There are a number of mistakes our forefathers committed, hence history should be taught so that learners are able to sieve what is right and what was wrong. Once beaten twice shy, ourselves make mistakes but if we don't look at our history we are bound to make the same mistakes. In simple terms pupils should be taught history in school to avoid past mistakes.

Teacher 2 also said the same but added an example that;

Learning history will help one to understand the kingdoms that exist today in the country for example, and were they come from and learners will be able to relate.

On the same question three teachers shared the some opinion over the importance of teaching History in schools for example, HoS 6 said that*;*

History gives the learners tools to analyse and explain problems in the past. it positions learners to see patterns that might otherwise be invisible in the present. Thus, providing a crucial perspective for understanding (and solving) current and future problems. Therefore, it is important that history should be taught in schools.

Teacher 8 added that;

History attributes some values such as engaged citizens, leadership, legacy, critical thinking, vibrant communities, economic development and who we are.

Teacher 6 had a completely different line of thought as to why it was important to teach History in school and stated that;

History is important and should continue being taught because learners are doing well and helping the school to be counted among those schools producing candidates with six points. I do agree with the view as a sincere testimony of gratitude.

From the responses in this section , it is clear that in the minds of Heads of Sections, teachers and the curriculum specialist that the education system cannot do away with history as a subject because of its value to development of society as a whole.

4.4 History Content perceived to be Irrelevant, to be Maintained and to be Introduced

In order for the curriculum to be said to be relevant, its content is the key and learners should be able to relate with it. Therefore, the researcher sought to find out pupils', teachers' and the specialist's opinions and views about what content was irrelevant in the History curriculum. As mentioned earlier it is important to note that, History at secondary level is taught in three components as Southern African History, World History and Central African History. In order to make the understanding of this important theme clearer, data from participants was analysed according to the different components of the subject as presented in the sections that follow

4.4.1 **Southern African History**

a) Content Perceived to be irrelevant in Southern African History

When the question was asked to teachers on what content in the history curriculum they perceived irrelevant in Southern African History most teachers lamented that there was no irrelevant content in Southern African History apart from Heads of Section and pupils. For example;

Teacher 3 stated that;

> *I think there is nothing that I can say should be removed from the curriculum from the History of Southern Africa, because we are very much connected to the Southern Africa.*

However, Heads of section did not share the same opinion with teachers and most of them who were interviewed were for the idea that some topics be removed from this section. For example HoS 5 started that;

> *Portuguese activities in Angola, DRC and Mozambique should be removed, the Geography of South Africa, History of Namibia should be removed too because they are all irrelevant and Mosheshi and the Basuto nation should also be removed.*

HoS 9 agreed and added that;

> *From Southern African History we should remove Unions of South Africa, Federation of South Africa and independence of South Africa. Because it's just*

> *for knowledge and does not affect Zambian children and the Zambian society at all. It does not make any difference to Zambians if one knows about them or not.*

HoS 4 also added that;

> *From Southern History small wars such as the Kaffir wars, and Anglo-Boer wars, should be removed from the curriculum as they have no impact on the Zambian child and society, who if so wish to know can read about them in libraries or search for them to enhance his or her knowledge and not necessary that they should be in the curriculum*

Teacher 9 further observed some other topics which were irrelevant in this component of History and noted that:

> *The mineral revolution in South Africa, and the Great Trek should be removed so as to reduce the content*

Teacher 1 also mentioned that;

> *Southern African History is so negative in content because, we have only explained to the learners how the whites mistreated the blacks and not the good they brought. We should also look at what value the new comers brought. Because our content is so negative about white man's interaction with the black man. I can say this has contributed to the tension between the blacks and white today in South Africa.*

The researcher also sought to know the pupils opinions concerning the same question. Findings indicated that their opinions were completely different from teachers who supported the content in this section of the syllabus and all the pupils thought that Southern African History was bulky and irrelevant because they could not relate to its content. When asked one of the pupils in (FGP 1) explained and the friends agreed that;

> *Southern African History is boring to learn, primates at senior secondary should be removed, early inhabitants(San and Khoikhoi) should be removed too because it has no impact on us and we can't relate to it, it's all about South Africa.*

In FGP 6 and FGP1, learners were of the same view, such that all the pupils agreed and lamented that;

> *Southern African History is all about South Africa, I wonder why we learn it, it's so confusing and we can't even relate with it, they should just remove it all together.*

When FGP4 was asked about what was irrelevant in Southern African History, one of the pupils answered that;

> *In Southern African History content, the Bantu should be removed from senior secondary and be left in the junior section so as to reduce content in senior secondary level and to avoid repetition of content in that we learn the Bantu at Junior and we find it at senior too.*

A pupil from FGP 2 whose view as agreed by others also added that;

> *There is too much of the Dutch in Southern African History, it should be reduced so as to reduce on the bulkiness.*

Contrary to fellow teachers' views and in agreement with some pupils views Teacher 2 stated that;

> *For me it's about specialisation, pupils are to learn more of Zambian history, then be given a choice to take either Southern, Central or World History (like RE is done) as an option. It's important to learn Zambian history in details, after which, learners can have an option. Because if learners have details of their own history, they can now learn or know how the history of others is different from theirs, how relevant was their history in comparison to others, what is it that their society missed that they are supposed to learn from the history of others*.

From the participants responses it is clear that although Southern African History seems relevant for Zambian learners and its society, not everything that is prescribed to be taught was important. While most teachers thought that all that was in this section of History was relevant, learners who are the direct beneficiaries of the curriculum found some topics irrelevant while others were thought to be repetitive.

b) Content to be maintained in Southern African History

On this question, most teachers and the curriculum specialist thought that since Southern African History had no irrelevant content, then the whole curriculum content should be maintained as it is. Apart from seven teacher who stated that what they did not suggest to be irrelevant content should be retained. For example Teacher (1) suggested having that;

> *Indigenous communities, race relationships in southern Africa should remain in the curriculum as they have a great impact on our learners*.

When heads of Sections were asked the same question, they answered for example HoS 1that;

> *They should maintain those not cited for removal.*

On the part of pupils, they had no opinions on what content to be maintained under Southern African History because of their view that it should be removed since they could not relate with the content.

Having dealt with what content to be retained in this component of History, the researcher went on to find out what content the teachers and pupils thought should be introduced.

c) Content to be introduced in Southern African History

Only two respondents who were interviewed on what content should be introduced in the curriculum under Southern African History gave the following responses;

Teacher 2 stated that;

> *They should introduce pre-Khoisan history which is life before the koisans.Which should include the health part, social part, economic and political part should be part of the Southern African History. Southern African History is still ok, though, there is a need to add more African indigenous content before the coming of the Europeans.*

HoS 7 also explained that;

> *Xenophobia has replaced Apartheid in South Africa today and many Zambians have been affected, hence it can make sense to add it under this component of History.*

It is also evident that most teachers and pupils had no content they perceived to be added to Southern African History. One wonders why they did not have suggestions on what should be introduced. Is it that they had become so used to the content that they could not think of any other things that were better and beneficial to learners and the society?

4.4.2 World History

a**) Content Perceived Irrelevant in World History**

Most of the teachers who were interviewed on what content was perceived irrelevant in World History indicated that the content in this component of History needed to be reduced and overwhelming majority of pupils expressed a sense of disconnection from world history, viewing it as a subject that was irrelevant to their lives and futures. The following were the responses;

Teacher 1 stated that;

> *When it comes to national assessment, examiners should not examine learners on courses of the first and Second World War because it is not covered in the syllabus*.

HoS 1 also added that;

> *Russia, China, Italy and Neporionical wars should all be removed, because, learners can go to the library and read at will but the content learnt cannot help them in future*.

Teacher 9 made the following observations on contemporary issues in the curriculum and explained that;

> *Under Contemporary issues in World History, they should remove land use in Zimbabwe and introduce land use in Zambia with our famous maize belt, rice belt and tobacco belt. Secondly, they should remove discussions on the major causes and effects of environmental degradation instead add a historical research on the causes and effects of environmental degradation of a learner's environments.*

Teacher 4 further observed that;

> *Unification of Germany should be removed because learners fail to relate with it. I feel more topics should be removed though, an analysis should be done on the topics and see their relevancy to the learners.*

In the same vein, three Focus group discussions, were of the same view. For instance those in FGP 3 agreed and explained that;

> *They should remove Italy, Japan before 1700, cold war and Weimar Republic from the curriculum because, there is nothing much to emulate as Zambians.*

Learners in FGP 8 further discussed and agreed to one pupil in the group who started that;

> *All European History was irrelevant apart from topics that are related to Africa such as contemporary issues, first and Second World War and some international organisations.*

A number of Heads of Sections were of this view with Teacher 8, who explained that;

> *International organisations should be reduced by just mentioning others without expansion such as; the Caribbean and pacific states and the Organization of American states, such as, ECOWAS, Maghreb Union and the association of south-east Asian nations. When this is done it will reduce on irrelevant content.*

In responding to the same question, FGP 9, five teachers and the specialist stated that the content for World History should be reduced. For instance Teacher 5 stated that;

> *World History should be trimmed, because of its bulkiness. In short, some areas should be cut off for the learners to understand.*

From the respondents views about World History it can be concluded that under this component of History it is clear that content is bulky and basic history is what is needed with a lot of information about the continent of Africa and things that affected Zambia in one way or another or that relate to it.

b) Content to be maintained in World History

Heads of Sections, teachers and pupils had little to say about what content was to be maintained in this component of history as they issued a general view. For example

HoS 1 mentioned that;

> *They should maintain content that was not cited for removal*

Teacher 1 also stated that;

> *Geographical settings, first and second world war, internal organisations and contemporary issues were to be maintained because, they directly affected Zambia.*

c) Content to be introduced in World History

During the interviews all the participants were asked what content should be added to this component of history and they gave the following responses.

Teacher 3 was of the opinion that;

> *Under International terrorism they should bring and add the rise of junkies, causes and its effects.*

Teacher 9 while explaining on what was considered irrelevant in European history touched on what should be introduced in the curriculum, that;

> *Under contemporary issues, they should bring land use in Zambia that is our famous maize belt, rice belt and tobacco belt. There are a lot of land disputes in Zambia today,* this can be *covered too.*

The same teacher also expressed that;

They should add a historical research on the causes and effects of environmental degradation of a learner's homestead. This will make the learner appreciate and understand his or her environment.

Teacher 5 noted that*;*

They should include china in details and japan, Indonesia Afghanistan because of their boom in economies

It's evident that most teachers, pupils even Heads of sections thought there was nothing to be added to this component of history but from the few it shows that, new content in history that emerge should always be added to the already existing. History needs constant update as it is created every day. This in return will increase the value of the subject too.

4.4.3 Central African History

a) Content Perceived to be Irrelevant in Central African History

The researcher sought to find out from the specialist, teachers and learners what content in central African History they perceived to be irrelevant. Regarding this question, most teachers and pupils thought everything in the curriculum was relevant. In contrast to this view, Heads of Sections had the following responses. For example HoS 2 stated that;

They should restrict description of decentralized societies, socially, politically and economically to the Tonga, Lenje, Ila, Nsenga and Tumbuka. In this same topic the description of centralized societies should focus on its social, political and economical of kingdoms in Zambia. The rest just need to be identified so as to reduce on content or bulkiness.

In FGP 5 a pupil added that;

From central African history they should remove mwenemutapa and Rozwi empire, for they are not Zambian kingdoms.

Four teachers agreed to what Teacher (9) added that;

In central African History, Post-independence developments in Malawi and Zimbabwe should be removed because there is a need to add the governance system.

In the same vain HoS 8 explained that;

In Central African History they should remove the exploration of West Africa, Hunters, Explorers, and European acquisition of territories in central Africa and they should stick to only Northern Rhodesia.,

Pupils from FGP 4 agreed to what was mentioned by one of them that;

> *They should re-arrange topics in Central African History properly, the connection of topics was confusing. They should also remove wrong information such as David Livingstone as being the first to see the Victoria Falls.*

Regarding the same issue, HoS 6 said that;

> *The topic on the Portuguese in Angola and Mozambique should be removed and the curriculum to focus more on Portuguese along the Zambezi river bordering Zambia where learners can relate.*

Many teachers and pupils shared the view that Central African History content was ok, but it's clear from the views of Heads of Section and other teachers that this component of history is bulky and its content need to be reduced, re-written and refocused more on Zambia's happenings.

b) Content to be maintained in Central African History

Participants were asked indicate which content from the Central African History was to be maintained in the syllabus. The Heads of Sections, teachers and most pupils were for the view that all content which had not been said to be irrelevant should be maintained. For example Teacher 8 stated that;

> *For Central African History there was a need to add more Zambian content.*

FGP 6 also added that;

> *Central African History is ok, it just needs editing a bit.*

c) Content to be introduced into Central African History

Most of the Teachers and pupils had a lot to say when they were asked about what was to be added to Central African History content which was not there in the curriculum. Teacher (1) and Teacher 4 for example mentioned that;

> *All major ceremonies in Zambia should be added. The history of the Miloni brothers, Leshina, rebels like Mushala under UNIP government. This is the history our children needs to learn about.*

Teacher 3 added that;

> *It could be of value to add Leshina Mulenga to the Central Africa History, as she played a profound role in the independence of Zambia especially that her followers are still present to date in Northern Province.*

Five teachers suggested the inclusion of the following content. For example Teacher 9 explained that;

> *Learners should know the geography of Zambia and its impact on settlement. Secondly, land issues in Zambia in relation to government role and thirdly, Historical sites with emphasis on Zambian History, because this will be relevant to our learners.*

HoS 5 also suggested that;

> *History should be centralised to include the coming of missionary societies, colonialists and the BSA campaign in Zambia. It should also include the Barotseland and its treaties. Not only this but Zambia pre- and after independence (Home and Foreigh policy).*

Additionally, HoS 2 also added that;

> *Central African History should also include, the mineral revolution in Zambia and the economic History of Zambia. Our learners will fully relate and enjoy their History if all this is added.*

In the focus group discussions pupils mentioned that there was a lot to add to the curriculum for Central African History. For instance a pupil in FGP 1 explained that;

> *We need to learn all the Zambian kingdoms and in detail because, we are part of these societies than selecting only few to be learnt. Including tribal wars for example Lunda and Luvale. They should add individual freedom fighters too, not only Kaunda that we know.*

Further, in FGP 2 they also added as one of the pupils mentioned that;

> *What we hear and experience is not there at school. Some of us chose to take history because we wanted to know more about the interesting things (for example Captain Solo) that Zambia experienced and how things come to be especially that we were not there but we just learn about other countries which makes it boring in a way. They should include Zambias political system and its Heroes, this will be interesting to learn.*

On the same question pupils in FGP 3 echoed that;

> *Central African History would be more interesting if they add African leaders like, Kaunda's life in details, and more Zambian History. We need to add the rule of the Zambian governments' especially past leadership such as that of Kaunda, Chiluba, Mwanawasa, Sata, Banda and Lungu. Archives have a lot of detail about their tenure of office, struggles and the developments made.*

Pupils in FGP 4 further added and agreed that;

> *In Central African History they should introduce the origin of Madagascar, current affairs about the rise and fall of African presidents because, it will add more meaning to us. Furthermore, content learnt at junior secondary should not be repeated at senior secondary level to reduce on content and give chance to new content.*

It is clear that both teachers and pupils feel that Zambian history is not enough and that, a lot of content is missing out in the curriculum. To give way to more Zambian history content to be added, pupils called for avoidance of repeating topics from junior into secondary level. It is clear from all the views of participants that the History Syllabus at secondary level should be zambianised.

4.5 Measures to Motivate Learner's interest in History

When learners have interest in a particular subject, their attention, engagement and performance increases hence, promoting learning. The researcher therefore, sought to find out how learners interest in History subject could be raised and cultivated. Participants had the following views;

Learners in FGP 4 agreed on one thing that their fellow pupil stated that;

> *History is boring because learning begins with a book and ends with a book too. There is nothing practical about it. We need education tours so that we can visualise and can feel that learning is taking place. History teachers (some) are boring they are unable to see the curiosity in us learning their subject nor make us want not to miss history. They need to put in energy when they are teaching us, so that we can respond with the same energy. Another way to make history interesting is making presentations in it, whose individual scores or marks should be added to the final exams. This will encourage many of us a lot.*

Teacher 4 agreed with learners in FGP 4 by stating that**;**

> *To raise learners' interest in learning History as a subject, learners need to do projects in history with tangible evidence. Moreover, teachers need to emphasise the importance of history when teaching.*

Learners in FGP 3 also added that;

> *Most pupils have interest in History, lack of interest in the subject depends on the teacher, the bulkiness of history content and unnecessary things in the history curriculum. Teachers should educate their learners what history is about and how beneficial it is. The curriculum should be changed too, it will be interesting to learn more about Zambia that we can relate to. Another reason for lack of interest in the subject is that, there is so much to learn and master in*

history. When writing exams, few topics are brought in the paper, the examiners do not get questions on all topics for example, in maths you even know what will come but history it's hard to predict.

In FGP 2 pupils agreed and stated as was represented by one of them that;

To be able to raise interest in learners taking history, teachers should work on their teaching methods. History should not end in class and should introduce visuals because, what one sees it is not easy to forget.

On the same question, Teacher 6 stated that;

Teachers should remove the phobia in learners that History is difficult. They should not teach history in isolation but relate it to contemporary times and to other subjects as historical perspectives which should be emphasized in the process of teaching.

HoS 5 further added that;

When it comes to the exam period, teachers of history should help learners understand the approach and techniques to be used when answering history questions. Learners should be tested on different tasks and give feedback and constructive comments about the task under evaluation. This will boost their interest in the subject.

Teacher 4 noted that;

From my experience learners turn down history as they progress to grade 11, because there is too much information to read and process, which make learners feel lazy to study (essays). Education tours must be used for them to relate and appreciate the subject.

Teacher 3 also observed and added that;

Learners have little interest in History because, they do not consider it to suit any vocation especially when they compare it to other subjects. Orientations should be done on the value and Career path way established for the learners clearly. The other problem killing interest of history in learners is that, it's an information subject hence little is done in administering exercises, learners tend to only write mid-term, and final exams. There is little interaction with exercises to engage them.

Almost all the teachers had something to say about this issue. Thus Teacher 2 also echoed that;

Interest in history among learners is not much, this is because secondary schools are lacking guidance and counselling and placement office that are functioning well. The occupants of this offices in most secondary schools are not trained instead schools just get humble and most behaved teachers to be in

these offices. However such teachers are unable to explain the value of subjects in learner's lives and future endeavours. Other teachers are a late down too they have not motivated their learners about the beauty and relevance of the subject. For career talks in most schools we invite other professions and not historians, and we as teachers have failed to give inspiration to our learners. History should be made relevant from the grass root. Bring the value of history in the syllabus and connect it to other subjects and careers then we will see more learners having interest in history as a subject. Topics and the nature of questioning in the subject only encourage memorisation and fail to inspire learners on what to do. We need to promote the subject through quiz, and national platforms.

Teacher 1 further explained that;

To raise learners interest in history materials should be made available, and avoid giving learners un summarised notes which make them feel bored to read.

HoS 3 thought that;

It is cardinal to identify why many members of society are against the teaching of history. These include; policy makers, head teachers, some teachers, parents, pupils and community members. History is seen to be a subject of no value in society.

It can be seen clearly that History teachers are not helping pupils as pupils responses show that they are unaware of the value of the subject they take. The teaching methods used for teaching and learning have not inspired learners to like the subject. At the centre of their interest they called for their teachers to put in more effort and initiative when teaching in class. It is also evident that the subject's bulkiness has played a part in the pupils reduced interest.

4.6 Family and Friends Perception about learning History

During the focus group discussions, pupils were asked what their friends and family said about them taking history as a subject at their schools. A pupil in FGP 5 summarized what was discussed in her group and stated that;

Teachers of other subjects are demotivating, they find you writing notes in history or discussing what you are from learning they comment bad things about the subject, others say what is it that you are going to benefit from this subject. To make matters worse we fail to defend ourselves apart from those who want to be lawyers.

A pupil from FGP 2 also mentioned that;

We are usually told that we are just wasting our time.

Another pupil from FGP1 added that*;*

> *We are made fun of, for example on social media when they post a funny teacher or picture of a demotivating classroom set up and ask guess the subject, people say it's History.*

A similar question was asked to teachers during an interview on their opinion about teaching and learning of History**.** Teacher 8 stated that;

> *Very few teachers are proud of been historians they have inferiority complex when with science teachers or the so called stem subjects. Because of this, a lot of history teachers opt to teach other subjects. They also choose to teach the subject of their combination because, there are a lot of notes to write on the board in history. What can be done is let them streamline it and Zambian history be widened and deepened.*

Teacher (4) agreed with Teacher 2 on teachers shunning away from teaching history and focusing on their other teaching subject and added that;

> *History is very involving* and so most teachers do not want to teach it

On the same question when Teacher 5 was interviewed he suggested that:

> *Removing few things from History would be good.*

It is evident from the responses that families, friends, and some teachers do not see history as a subject of value.

4.8 Summary

The findings of this study have been presented in this chapter based on the themes that emerged during the analysis. The findings that were arrived at through the data, suggested that, pupils should specialise in history. For example, after learning Zambian history in details, they should be allowed either to take world history or Southern History. From the three components of history, a lot of irrelevant topics were pointed out from World History compared to Southern and Central African history. It was also found that Southern African History content was to be maintained but be trimmed down. For Central African history participants called for more Zambian history to be introduced and in more detail. It was also found that some learners had the interest in History subject and to motivate their interest in it, they needed inspirational history teachers, functioning guidance and counselling and placement offices and for history not to end in the classroom and on the book but be made alive through practical teaching.

CHAPTER FIVE: DISCUSSION OF FINDINGS

5.1 Overview

In the previous chapter, the findings for this study were presented. In this chapter, the main findings are discussed while making interpretations of them. The discussion has been done under themes as well as linking theme to the theoretical framework that guided this study and other related literature in chapter two. The findings presented in chapter four form the basis of the discussion, with reference to the results obtained from interviews and focus group discussions.

5.2 **The Importance of Teaching and Learning History in Schools**

The findings from the analysis of the data showed that the importance of History has been emphasised and appreciated by all the teachers and the curriculum specialist, and none of the respondents indicated that History should not be taught in schools. In Zambia the number of learners' in schools who take history from grade10, reduce as they progress to the next grades and continue to do so until exams are written. Some learners who take the subject from grade 10 to grade 12, are found to have little or no interest in the content, making it difficult for them to understand and apply, hence the poor performance in the subject. The results indicates that, history helps to develop in learners critical thinking, analytical mind, appreciation of what surrounds them, pride and awareness of past mistakes.

Most people today focus on the present and plan for the future. However, history is the opposite of this is. Because it is the study of the past. It is a window in the past, this is why Santayana, G. (1905) once said 'those who do not remember the past are condemned to repeat it'. This is true, but apart from learning to avoid making the same mistakes, learners can also learn insights of why for example people, culture, and governments are in their current state today.. According to the findings teachers expressed shock and laughed at individuals who were calling for the removal of history from the curriculum. They explained that it is dangerous to be ignorant of the past events and equally risk to assume history will repeat itself in the same manner because history will still worn individuals of dangers ahead. They emphasised the need to teach history in schools because, it helps develop lifelong skills in the learners that will help in any future career they might have. However, based on Wineburg & Wilson (1990), findings of a similar study a more plausible explanation is that, a child who takes history at school learns how to interpret humorous sources, analyse conflicting evidence, create arguments, find patterns and trends, write with confidence, think outside the box and is creative. These acquired

attributes in return help the learner to appreciate multiple perspectives and interpretations and better understanding of the world around them.

Eastern Washing University in its article (2022) stated that, history also gives an identity to people. In line with his statement one can say that, finding who people are and what mark they can make on the world is a huge part of childhood and young age and the most benefit history give is to learn from past mistakes. Moreover, the world is made up of stories and it is these stories that shape the way people think about their country and their standing within it. The curriculum specialist come out strongly that there can never be education without history. This result builds on the existing evidence of Haydan & Stephen (2021) that, history provides a valuable guide to current political, cultural, economic and military challenges. That is why developing ones knowledge in history means developing ones knowledge of different aspects of life. Particularly the findings of this study showed that History as a subject promotes critical thinking of the learners. This demonstrates a correlation between this study and Tallavaara & Rautianinen (2020) findings. When learners' critical thinking is promoted, they begin to ask questions and weigh the answers which return help them come up with meaningful information of a particular issue.

Learners need to learn History so that they should appreciate what the past generation has done to the country, to their lives and to their freedoms, that through history learners can learn how past societies, systems, ideologies, governments, cultures and technologies were built, how they operated, and how they have changed, and lastly, that History gives learners tools to analyse and explain problems in the past and positions learners to see patterns that might otherwise be invisible in the present. Thus, providing a crucial perspective for understanding (and solving) current and future problems.

Additionally, history should be taught in schools because, it cultivates patriotism. As it is viewed as a significant tool in promoting unity for cultural diverse societies like Zambia. As through it, learners are introduced to traditions, practices, values and norms of the group. This helps them recognise and accept those groups as part of who they truly are. Hence history is a vital part of a national integration. Guldi & David (2014) asserted that history is the best subject that best teaches the type of careful judgement and broad perspective needed in the public sphere by politicians and policy makers. Indeed they argued that the study of history is more important today than ever, owning to the digital revolution, globalisation, and flood of data that requires sophisticated investigation of long term patterns.

5.3 History Content Perceived to be Irrelevant

According to Kelly, A. V. (2009) and Wiggins, G., & McTighe, J. (2005), for any curriculum to be said to be relevant to the learners, the content to be learnt is the key. When content and the skills being taught are not useful to the learners' lives and future aspirations, then the curriculum is said to be irrelevant. Irrelevant curriculum does not meet the needs of the society and learners. This could be one of the reasons why people were calling for history's removal from the curriculum. The question of what should be taught in history at secondary school level and what history content was perceived irrelevant was explored in this study.

The discussion on the perceived irrelevance of history content in the Zambian curriculum resonates with existing literature on the topic. Several studies have highlighted the need for history education to be relevant, engaging, and meaningful to learners' lives and future aspirations (Silumba, 2021; Kurt, 2021; Mazimba & Kabombwe, 2021).

5.3.1 World History

Among the three components of history the findings indicated that World history had more irrelevant content than Southern and Central African History. Teachers brought out a number of topics which they considered irrelevant in the history curriculum because, the content had no relevance to the Zambian learner thereby demanding reducing the content so that pupils will be able to understand what is taught. For instance, some indicated that examiners should not examine learners on course of the first and Second World War because it was not covered in the syllabus. Others indicated that Russia, China, Italy and Napoleonic wars should all be removed, as well as Japan before 1700. This is because its content doesn't necessarily need to be in the syllabus as learners can read about the information in the library if need be. Some indicated that under contemporary issues in World History, they should remove land use in Zimbabwe and bring in land use in Zambia which should focus on the Zambian famous maize belt, rice belt and tobacco belt. It was also revealed that the Ministry of Education and Curriculum developers should also remove the major causes and effects of environmental degradation, instead they should add a historical research on the causes and effects of environmental degradation of the learner's homes. Some teachers also indicated that the unification of Germany should be removed because learners fail to relate with it. Further it was noted that International organisations should be reduced by just mentioning others without expansion such as; the Caribbean and pacific states and the Organization of American states, such as, ECOWAS, Maghreb Union and the association of south-east Asian nations.

5.3.2 Southern African History

Under Southern African History, a good number of teachers lamented that there was no irrelevant content apart from Heads of Section, pupils and few teachers who mentioned a few topics to be removed. For example some heads of sections suggested that Portuguese activities in Angola, DRC and Mozambique should be removed, the Geography of South Africa, History of Namibia should be removed too because they are all irrelevant and Mosheshi and the Basuto nation were both suggested to be removed. Other Heads of section also suggested that Unions of South Africa, Federation of South Africa and independence of South Africa had no relevance to the Zambian learner. All these topics were regarded as just general knowledge and did not affect Zambian children and the Zambian society at all. Additionally they do not make any difference to Zambians if one knows about them or not. Some other participants suggested that small wars such as the Kaffir wars, and Anglo-Boer wars, should be removed too from the curriculum as they had no impact on the Zambian child and society, who if so wish to know could read about them in libraries or search for them on Google to enhance their knowledge and not necessary that they should be in the curriculum.

Some teachers noted that the mineral revolution in South Africa, and the Great Trek should be removed so as to reduce the content. One teacher mentioned that Southern African History is so negative in content because, it is only explained to the learners about how the whites mistreated the blacks and not the good they brought. The teacher suggested that, the curriculum should contain what what value the new comers brought instead. Because the content is so negative about white man's interaction with the black man it makes the whole of this section of history negative and thus not so beneficial to the learners. Education is supposed to make the learner look forward to live a fulfilled life and not start to worry and be bitter about ones past and that which surrounds them.

Some pupils in their focus groups indicated that Southern African History is boring to learn and argued that primates at senior secondary should be removed. Early inhabitants (San and Khoikhoi) should be removed too because it has no bearing on learners and social life for today and learners cannot relate to it, it is all about South Africa. Others indicated there is too much of the Dutch in Southern African History, it should be reduced so as to reduce on the bulkiness. A detailed analysis of the pupils' responses indicates that truly history is boring to them. It is composed of too much memorisation, too many dates, unsummarized notes, and not related content, unsuitable methods of teaching and not self-motivated teachers. This kind of history

is surely boring and that's why history has such a bad reputation as indicated by Mubita (2022) when he called for the ban of history learning in schools. Many scholars such as Santayana, G. (1905) said, if history is not learned it is likely to repeat itself. Therefore, history can be made interesting, entertaining and enlighting. The responses also indicates that, some content in some cases and the outline of the current history curriculum may need revision. In as much as certain topics like the koi-san may have some indirect bearing in as far as helping learners in understanding aspects of southern African tribes the pupils' called for a review on the repeated content, a review on the bulkiness and generally on some topics. This is a wakeup call to the teachers of history and curriculum developers. These results should be taken into account when considering content of the new curriculum by the developers and has also potential to change Silumba (2020) findings on a critical reflection on the loss of the popularity of history as a subject among learners in secondary schools in Zambia if considered.

However, most of the pupils thought that the whole content for World and Southern African history was irrelevant for them apart from those topics which related to Zambia or affected Zambia in one way or another. They thought so because, they could not relate with the content and because most of it was foreign history. This had led to disengagement and lack of motivation among learners, hence they were unable to see the value or relevance of what they were learning.

From the participants responses it was clear that although Southern African History seemed relevant for Zambian learners and its society, not everything that was prescribed to be taught was important. While teachers thought all that was in this section of History was relevant, the learners who are the direct beneficiaries of the curriculum found some topics irrelevant while others were thought to be repetitive.

5.3.3 Central African History

Under Central African History, most participants thought everything in the curriculum was relevant. However, others still thought there was a need to restrict the description of decentralized societies to the social, political and economic aspects of the Tonga, Lenje, Ila, Nsenga and Tumbuka of Zambia. Others added that mwenemutapa and Rozwi Empire should be removed because they are not Zambian kingdoms. Some teachers indicated that Post independence developments in Malawi and Zimbabwe should be removed because there is a need to add Zambia's governance system. In the same vein, some teachers proposed the removal of exploration of West Africa, Hunters, Explorers, and European acquisition of

territories in Central Africa and appealed to curriculum developers to stick content to only Northern Rhodesia.

Some pupils added that, curriculum developers should re-arrange topics in Central African History properly, in that the connection of topics was confusing. Pupils also appealed to the curriculum developers to remove wrong information like David Livingstone been the first to see the Victoria Falls. Here one need to understand that mostly history is written from the perspective of the writer, therefore, there may be need for Zambian historians and writers to recheck what was written by other historians and correct some history so that it can reflect a true picture of what transpired. This could be one of the reasons why Mubita's (2022) ZANIS publication called for the ban of history teaching in schools. His publication was actually questioning what should be taught in history in Zambian schools, and what is the relevance of the history content. However, the publication was too general and did not specify what exactly was not relevant concerning what was being taught in schools at primary or secondary levels.

Many Teachers and pupils shared the view that Central African History content was relevant, but it was clear from the views of Heads of Section and teachers that this component of history was bulky and its content needed to be reduced, re-written and relay more on Zambia's happenings. Similarly, Kurt (2021) argued that history education should be made more relevant and engaging to learners, rather than simply memorizing dates and events.

The finding that learners and teachers perceive certain topics in World History, Southern African History, and Central African History as irrelevant is consistent with the literature. For instance, Silumba (2021) noted that learners of history should learn topics that are relevant to their lives and tailored to their local circumstances. When this is done learners are motivated to learn and feel the need to explore more. She also brought out some topics which were considered irrelevant which have also been suggested by teachers for their removal from the curriculum in this study. It was found in this study that history content had a number of irrelevant content which contributes to the bulkiness of the subject.

The suggestion that history content should be revised to make it more relevant and engaging to learners is also supported by the literature. Mazimba and Kabombwe (2021) found that youths perceived the content in the history syllabus as irrelevant to their present and future lives. This highlights the need for curriculum developers to review and revise the history curriculum to make it more meaningful and relevant to learners' lives.

In addition, with regards to History being tailored to context so as to be meaningful and interesting, Zambia can also look at how other countries have made the subject meaningful to their learners. For example, in the United States of America, at senior high school the history which is taught is World history, United States of America history, and current problems (Zajda, 2007). From their content one may be able to guess why the subject may be relevant to their students.

The idea of specialization in history, where learners can choose to focus on Zambian history, World history, or Southern African history, is an idea that was recommended. Teachers argued that the content for the three components of history was very relevant because these are three different societies which learners should be given an option for them to appreciate the content better. Learning all the three components of history had been a bit too much on the learners part. Specialisation in history will mean learners should learn Zambian history first and in details. Thereafter, they should be given an option to choose to either take World history or Southern African history at senior level. This approach can help to reduce the bulkiness of the history curriculum and make it more manageable and engaging for learners (Zajda, 2007).

The situated learning theory, which emphasizes the importance of presenting knowledge in an authentic context, is also relevant to this discussion (Brown et al., 1989). The theory suggests that learners should be able to connect with the content being taught and see its relevance to their lives. This is consistent with the findings of this study, which highlight the need for history content to be more relevant and engaging to learners' lives.

In conclusion, the findings of this study highlight the need for curriculum developers to review and revise the history curriculum to make it more meaningful and relevant to learners' lives. The idea of specialization in history and the use of authentic contexts to teach history has been supported by the literature.

Table 5.1: Summary of Content Perceived Irrelevant in the Secondary School History Syllabus for 2013

Component of History	**Content Perceived Irrelevant**	**Page Number in the Syllabus**
Southern African History	-Geography of South Africa	-10 -11

	-Mosheshi and the Basuto nation -Unions of South Africa, Federation of South Africa, and independence of South Africa -Small wars (such as the Kaffir wars and Anglo-Boer wars) -Mineral revolution in South -Africa and the Great Trek, Primates at senior secondary level -Early inhabitants (San and Khoikhoi) -Reduce the Dutch	-11 -10 -12 -10 -10
Central African History	-Mwenemutapa and Rozwi Empire -Post-independence developments in Malawi and Zimbabwe -Exploration of West Africa, Hunters, Explorers, and European acquisition of territories in Central Africa -Wrong information (such as David Livingstone being the first to see the Victoria Falls) -Decentralized societies	-20 -25 -22-23 -22 -20
World History	- Russia, China, Italy, and Napoleonic wars -Japan before 1700 -Land use in Zimbabwe	-27-28 -28 -28

	-Major causes and effects of environmental degradation - Unification of Germany |-International organizations such south-east Asian Nations, Caribbean and specific, ECOWAS, Maghreb Union, Organisation of America -Course of the First and Second World War (if not covered in the syllabus)	-28 -27 -28 -27

5.4 Content to be maintained and introduced in History Curriculum

The findings of this study highlight the need for a revised history curriculum that is more relevant and engaging to learners' lives and future aspirations. The results show that learners and teachers perceive certain topics in the current curriculum as irrelevant, and there is a desire to introduce more Zambian history content and update the curriculum to include contemporary issues.

5.4.1 Content to be maintained

From the findings of this study it was clear that not all content in the curriculum was perceived irrelevant, by the History specialist, Heads of Section, teachers and pupils. In terms of content to be maintained in the curriculum, the findings suggest that topics such as geographical settings, first and second world war, international organizations, and contemporary issues are still relevant and should be retained. These topics are likely to remain relevant because they are directly or indirectly related to Zambia's history and experiences. Some teachers made it clear that the content which was suggested to be maintained in the curriculum was that which remained after the removal of the suggested irrelevant content in the curriculum. After the analysis of most content that was suggested to be maintained in the history curriculum, it was found that content was directly or indirectly related to Zambia as a country. Teachers can learn

from these results that when learners engage in, they probe further too because, they have developed the interest in the content presented before them. However, engagement of learners has been missing from a number of history content today because pupils are unable to relate hence memorization of content.

5.4.2 Content to be introduced

On the other hand, the content to be introduced in the curriculum includes more Zambian history content, such as the history of independence, kingdoms, and local freedom fighters. With respect to world history, some teachers suggested that under International terrorism they should add the rise of junkies, its causes and effects. However, though it was recommended, the rise of junkies is a social issue that has come as a result of social break down. Hence, this recommendation may not be as important as a historical fact to preserve. Additionally, contemporary issues such as land use, environmental degradation, and international terrorism could be introduced to provide learners with a more relevant and engaging learning experience. The introduction of these topics would also align with the recommendations of Tinnashe (2021), who suggested that the history curriculum should be more inclusive and relevant to learners' lives. The updated curriculum would provide learners with a more comprehensive understanding of Zambian history and its relevance to their lives, as well as equip them with critical thinking skills and historical knowledge.

The findings of this study, resonate with the work of Sebbowa (2021), who highlighted the importance of raising Afrocentric voices and contributions to existing debates in the global field of history education. The desire to introduce more Zambian history content and update the curriculum to include contemporary issues reflects this need to prioritize local and relevant content. For example, for pupils today, Zambian history is all about independence with only Kaunda as a freedom fighter, kingdoms, and David Livingstone. Little is known about Zambian history compared to European and Southern history, yet there is more history of Zambia but never included in the curriculum content. Therefore, there is need for change or balance of relevant content for the learners to embrace and enjoy the history content.

These findings are consistent with the situated learning theory, which emphasizes the importance of presenting knowledge in an authentic context that is relevant to learners' lives and experiences (Brown et al., 1989). The theory suggests that learners should be able to connect with the content being taught and see its relevance to their lives. In this case, the

introduction of more Zambian history content and contemporary issues would provide learners with a more authentic and relevant learning experience.

Under world history it was found in this study that, most teachers, pupils and Heads of section thought there was nothing to be added to this component of history but, from the few indicated it can be said that, there is need to be updating history so that the history that is made every day, should always be added to the already existing one, doing so will increase and maintain the value and relevance of the subject.

In conclusion, the findings of this study highlight the need for a revised history curriculum that prioritizes local and relevant content, and provides learners with an authentic and engaging learning experience. The introduction of more Zambian history content and contemporary issues would align with the situated learning theory and provide learners with a more comprehensive understanding of Zambian history and its relevance to their lives.

5.5 **Measures to motivate Learner's interest in History**

The value of having an interest in a subject lies in the fact that it provides learners with an opportunity to delve deeper into that particular area, thereby developing a higher level of mastery of the subject's competencies. The majority of History teachers at secondary schools are aware of the importance of teaching in a way that promotes learners' interest in the subject, as this facilitates learning and fosters a positive drive to explore and research desired topics of interest.

However, it is puzzling to note that many teachers fail to effectively execute learner-centered lessons. One possible reason for this could be the use of teacher-centered teaching approaches, as found in Talin's (2014) study. According to Talin, teachers often employ this approach in order to manage time and complete the syllabus in preparation for central examinations. This suggests that the pressure to cover the curriculum and prepare students for exams can lead teachers to prioritize efficiency over effectiveness, resulting in a more didactic and less engaging teaching style.

Furthermore, the lack of continuous provision of resources by administrators may also be a contributing factor. When teachers are not provided with the necessary resources, they may become disillusioned and less invested in the quality of their teaching. As a result, they may focus more on simply attending to their classes rather than delivering high-quality, learner-

centered lessons. This can have a negative impact on student engagement and motivation, ultimately affecting their overall learning experience.

The findings of this study highlight the need for history teachers to adopt innovative and engaging teaching methods to motivate learners' interest in the subject. The suggestions made by pupils, Heads of section, teachers, and the History Specialist, such as making history content more practical, using visual teaching aids, and incorporating real-world examples, are consistent with the situated learning theory.

The situated learning theory, proposed by Jean Lave and Etienne Wenger, emphasizes the importance of learning in a real-world context, where learners are able to connect theoretical knowledge with practical experiences (Lave & Wenger, 1991). This theory suggests that learners learn better when they are able to participate in authentic activities, rather than simply receiving abstract information.

The findings of this study support this theory, as learners expressed a desire for more practical and interactive learning experiences, such as educational tours, role-playing, and debates. These types of activities would allow learners to engage with historical content in a more meaningful and relevant way, rather than simply memorizing facts and dates.

The use of different teaching methods, such as maps, documentaries, and movies, can also help to attract learners' attention and interest in history. As Kabombwe (2020) noted, using a variety of teaching methods can help to make history more engaging and fun for learners. The importance of teachers' enthusiasm and energy in teaching history is also highlighted in the findings. Teachers who are passionate about the subject and able to convey this enthusiasm to their learners are more likely to motivate learners' interest in history. As Kabombwe and Mulenga (2019) noted, the use of the lecture method can be boring for learners and hinder their ability to acquire desirable skills.

The findings also suggest that learners' lack of awareness of the value and relevance of history is a significant challenge. History teachers need to make learners aware of the career opportunities and benefits of studying history, such as the development of critical thinking, research, and analytical skills. As Silumba (2021) noted, too much content in the history syllabus can result in fragmentation of understanding, and learners may struggle to see the relevance and value of the subject. History is a versatile and valuable field of study that can lead to a wide range of exciting and diverse career opportunities. Individuals who study history can go on to become successful professionals in various fields, including public relations and

marketing management, where their understanding of historical context and trends can inform effective communication strategies. Some history students may be drawn to careers in archaeology, others may become journalists, using their research and writing skills to craft compelling stories and provide context for current events. A background in history can also provide a strong foundation for a career in law. In addition to these careers, history students can also pursue opportunities in museums and cultural institutions, other career paths for history students include geography, documentary filmmaking, anthropology, and tourism, political scientists, business consultants, teachers, park rangers, writers, history professors, librarians, archivists, and local councillors, to name just a few examples. It is worth noting that history is an essential component of many fields, and no discipline can succeed without a deep understanding of the past.

The call for a change in the history curriculum to make it more meaningful and relevant to learners' lives is also consistent with the situated learning theory. Incorporating more Zambian history and lived experiences into the curriculum can help learners to connect with the subject on a more personal level and see its relevance to their own lives.

Overall, the findings of this study highlight the need for history teachers to adopt innovative and engaging teaching methods, to make learners aware of the value and relevance of history, and to incorporate more practical and interactive learning experiences into the curriculum. By doing so, teachers can help to motivate learners' interest in history and make the subject more meaningful and relevant to their lives.

5.6 Family and Friends Perception about learning History Subject

The findings of this study highlight the negative perception of History as a subject among learners, their friends, and families, as well as teachers from other subjects. This negative perception is evident in the way learners are made fun of and told that they are wasting their time by taking History. The study also reveals that teachers from other subjects often look down on History learners, making demotivating comments about the subject.

These findings are consistent with the existing literature, which suggests that the perception of History as a subject is often influenced by societal and cultural factors (Yilmaz, 2008). The study by Yilmaz (2008) argues that the selection of historical topics should be made accessible

and visible to public scrutiny, and open to public debate and revision if needed. This is to ensure that the curriculum is inclusive and relevant to the needs of learners.

The situated learning theory (Lave & Wenger, 1991) also provides insights into the findings of this study. The theory suggests that learning is a social process that occurs through participation in communities of practice. In this case, the community of practice is the school, and the learners are participating in the practice of learning History. However, the negative perception of History among teachers and peers can create a hostile learning environment, which can hinder the learners' ability to fully participate in the practice of learning History.

The findings of this study also suggest that the negative perception of History is not only limited to learners' friends and families but also extends to teachers from other subjects. This is consistent with the literature, which suggests that teachers' conceptions of a subject can have a significant impact on how learners perceive the subject (Joseph, 2003). The study by Joseph (2003) found that teachers' attitudes and beliefs about a subject can influence the way they teach and the way learners learn.

The study also reveals that learners themselves do not fully understand the value and benefits of learning History. This lack of understanding can make it difficult for learners to defend the subject when criticized. This is consistent with the situated learning theory, which suggests that learners need to be able to see the relevance and value of what they are learning in order to fully participate in the learning process (Lave & Wenger, 1991).

The findings of this study have implications for the teaching and learning of History. Firstly, there is a need to review the History curriculum to make it more relevant and inclusive. This can involve incorporating more Zambian history and widening and deepening the curriculum to make it more engaging and relevant to learners' lives. Secondly, there is a need to address the negative perception of History among teachers and peers. This can involve providing professional development opportunities for teachers to learn more about the value and benefits of History, and to develop more positive attitudes towards the subject. Finally, there is a need to provide learners with more opportunities to see the relevance and value of History, and to develop a deeper understanding of the subject.

Ultimately, the findings of this study highlight the negative perception of History as a subject among learners, their friends, and families, as well as teachers from other subjects. The study suggests that this negative perception can be addressed by reviewing the History curriculum, providing professional development opportunities for teachers, and providing learners with

more opportunities to see the relevance and value of History. The situated learning theory provides insights into the findings of this study, and highlights the importance of creating a supportive learning environment that values and respects all subjects, including History.

Summary

In this chapter, the findings of the study have been discussed. The discussion was done under themes emerging from the findings of the study and informed by the Theoretical framework. The themes presented what the study established from the findings. These emerging themes were (1) The Importance of Teaching History in Schools (2) History Content Perceived to be Irrelevant, (3) Content to be Maintained and Introduced in History Curriculum (4) Measures to Motivate Learner's interest in Learning History (5) Family and Friends Perception about learning History Subject (6) Benefits of Teaching and Learning History. Based on the findings and the discussion that have been done in this chapter, the next chapter is provides the conclusions and recommendations.

CHAPTER SIX: CONCLUSIONS AND RECOMMENDATIONS

6.1 Overview

In the previous chapter, the findings for this study were discussed. In this chapter, the conclusion and recommendations are given. The conclusion is basically a summary of the findings of all the chapters and the recommendations will thereafter be drawn from the conclusions arrived at from the study. The researcher explored the Zambian secondary school history curriculum content in selected secondary schools in Lusaka district and finding out what should be taught. The summary of the key research findings are presented in the subsequent sections. . Based on the indicated findings, the following conclusions were drawn.

6.2.1 Why history should be taught in schools

The definition that History is a field of both investigations, real life experiences and imagination that seek to explain how people and phenomenon have evolved and influence life over time is cardinal in helping to understand the present and predict and plan for the future. The research confirmed that History is a vital component of the Zambian Senior Secondary School curriculum. The subject fosters, critical thinking and analytical skills, appreciation for surroundings and cultural heritage, understanding of past mistakes to inform future decisions, and give pride in learning about one's history. The key findings were unanimous agreement among respondents on the importance of teaching history in schools despite learners' lack of interest in the subject and the call for the subject to be removed from the curriculum by different individuals in the society. The results indicate that, history should be taught to learners in schools for it promotes critical thinking and problem-solving skills, Learners develop appreciation for their environment and cultural heritage, studying history helps avoid repeating past mistakes too. This shows that, history is an indispensable subject in schools, essential for developing well-rounded, informed, and critically thinking individuals. Its benefits extend beyond academic purposes, fostering cultural appreciation, national pride, and informed decision-making.

6.2.2 Content knowledge perceived as not relevant in the history curriculum of the Zambian secondary school

The study identified unnecessary topics in the history curriculum, primarily in World History, Southern African History, and Central African History. From world history they indicted the following to be removed or reduce, History of China, Japan, Italy, and Napoleonic Wars, Land

use in Zimbabwe, Environmental degradation, Unification of Germany and International organizations.

Under the component of Southern African history, the content was said to be so negative in description that it was hindering the purpose of education among learners. The following were established to be removed or revised, Portuguese activities in Angola, DRC, Mozambique, Geography and history of South Africa, Namibia, Mosheshi and the Basuto nation. Other content are the Union and federation of South Africa, Small wars, mineral revolution, and the Great Trek, Bantu migration (move to junior level), and reduce Dutch content in Southern African History:

Under the component of Central African history it was established that, the content be removed or revised, such as Decentralized societies, Non-Zambian kingdoms, Post-independence development in Malawi and Zimbabwe, Exploration of West Africa, and correct the narrative that David Livingstone was the first to see Victoria Falls.

It can thus be concluded that, there is need to remove irrelevant content so as to enhance value and interest in the subject. The Ministry of Education should revise and update the curriculum to make history more relatable and engaging to learners.

6.2.3 Content to be maintained and which one to be introduced in the history curriculum of Zambian secondary school

The data revealed that not all content in the history curriculum was perceived irrelevant. However, the content to be maintained was that which remained after removing the suggested irrelevant content in the three components of history curriculum. The study's findings provide valuable insights into revitalizing the Zambian secondary school history curriculum. The results suggest a balanced approach, maintaining essential content while introducing contemporary and relevant topics. The key recommendations that emerged were to retain core content such as Geographical settings, World Wars, and contemporary issues in world history and introduce new content, Zambian-specific topics, such as land disputes, agricultural belts, and local historical events. Streamline Southern History by Trimming bulky content while preserving essential aspects. Enhance Central African History by incorporating more detailed Zambian history and introduce specialization which can allow learners to focus on either World History or Southern History after mastering Zambian history.

The implications of these recommendations is that they will make history more relevant and engaging for Zambian learners, foster a deeper understanding of local and global historical contexts, encourage critical thinking and specialized knowledge, better prepare students for an increasingly complex and interconnected world. The study's findings inform a comprehensive review of the Zambian history curriculum, paving the way for Curriculum development and revision, teacher education and capacity building, increased student engagement and academic achievement, and a more informed and historically conscious Zambian citizenry.

6.4 How learners interest in the study of history can be motivated in Zambian secondary schools in Lusaka.

Losing interest in a subject by learners is very easy but to get the determination and focus back it is a tough task. To rekindle learners' interest in history, daily classroom activities are crucial. This study recommends key strategies such as inspirational history teachers and motivated teachers as they spark curiosity in the learners. Guidance and Counselling Units that support learners' academic and personal growth. Placement Offices that provide career guidance and opportunities to learners. Practical Experiences for they supplement classroom learning with field trips, Historical site visits, interactive activities, and real-world applications. There is need to implement, integrate, engaging teaching methods. Develop learner-cantered approaches, encourage teacher-learner interactions and foster a supportive school environment. The outcomes of these approaches may increase learner enthusiasm for history, deepen understanding of historical concepts, improved academic performance and enhance career awareness and opportunities. It can therefore be concluded that, reigniting learner interest in history requires a multifaceted approach, focusing on teacher inspiration, guidance, and practical experiences. By implementing these strategies, Zambian secondary schools can cultivate a new generation of history enthusiasts.

6.5 6 Family and Friends Perception about learning History

Some people view History as a subject that is not relevant to modern society, and that it does not provide useful skills or knowledge for the present or future. There are a number of factors that may lead to a subject having a good or bad perception. The study reveals that history faces a bleak perception among family and friends, viewing it as a waste of time, irrelevant and unvalued. This has been caused by lack of teacher effort to highlight history's importance to the learners they teach, teachers' negative attitudes and mockery towards learners who study history, limited understanding of history's benefits and life skills among family members and

friends. The key findings indicate that, teachers, family, and friends require education in history's value for them to appreciate the subject. It was found that considering Changing perceptions is crucial to preserve history's place in education. Therefore, if concerned authorities do not take action, the subject will continue to have demotivated learners, decreased enrolment in history classes, and potential removal from curriculum and contribution to an uninformed society. It can therefore be concluded that, history's negative perception among family and friends stems from misinformation and lack of understanding. Educating these stakeholders about history's significance and benefits is vital to promote appreciation for history, encourage learners' motivation, and ensure history's continued relevance in education.

6.5 Recommendations

In line with the results of this study, discussions and the conclusions drawn, the following recommendations were made;

i. The Ministry of Education and Curriculum developers should review and revise the History curriculum: The curriculum should be revised to make it more relevant and engaging to learners' lives and future aspirations. This can involve incorporating more Zambian history content, updating the curriculum to include contemporary issues, and reducing the bulkiness of the subject. The revised curriculum should prioritize local and relevant content, and provide learners with an authentic and engaging learning experience.

ii. The Ministry of Education and History teachers should adopt innovative and engaging teaching methods: History teachers should adopt innovative and engaging teaching methods to motivate learners' interest in the subject. This can include making history content more practical, using visual teaching aids, and incorporating real-world examples. Teachers should also use different teaching methods, such as maps, documentaries, and movies, to attract learners' attention and interest in history.

iii. The Ministry of Education and Curriculum developers should provide learners with opportunities to see the relevance and value of History: Learners should be provided with opportunities to see the relevance and value of History, and to develop a deeper understanding of the subject. This can involve incorporating more Zambian history and lived experiences into the curriculum, and providing learners with opportunities to engage with historical content in a more meaningful and relevant way.

iv. The Ministry of Education and school Administrators should address the negative perception of History among teachers and peers: The negative perception of History among teachers and peers should be addressed by providing professional development opportunities for teachers to learn more about the value and benefits of History, and to develop more positive attitudes towards the subject. This can involve sensitizing teachers and peers about the importance and relevance of History, and providing learners with support and encouragement to pursue the subject. By addressing the negative perception of History, learners can be motivated to take the subject seriously and develop a deeper appreciation for its value and relevance.

v. The Ministry of Education and Curriculum developers should ensure specialisation: History should be offered in stages, firstly, as a compulsory Zambian History and thereafter learners be allowed to specialise in either World History or Southern African History. This may give learners an opportunity to learn Zambian history in detail and able to compare and contrast Zambian history to that of World and Southern History.

6.7 Proposed Areas of Further Research

This study explored the Zambian Secondary School History Curriculum Content in selected Secondary Schools in Lusaka district. . The following areas are being suggested for further research.

i. A study can be done on exploring the impact of revised History curricula on learner engagement and academic performance.

ii. A study can also be done to investigate how learners develop historical literacy skills and how these skills can be assessed and improved.

iii. A study can further be done to examine the relationship between History education .and civic engagement

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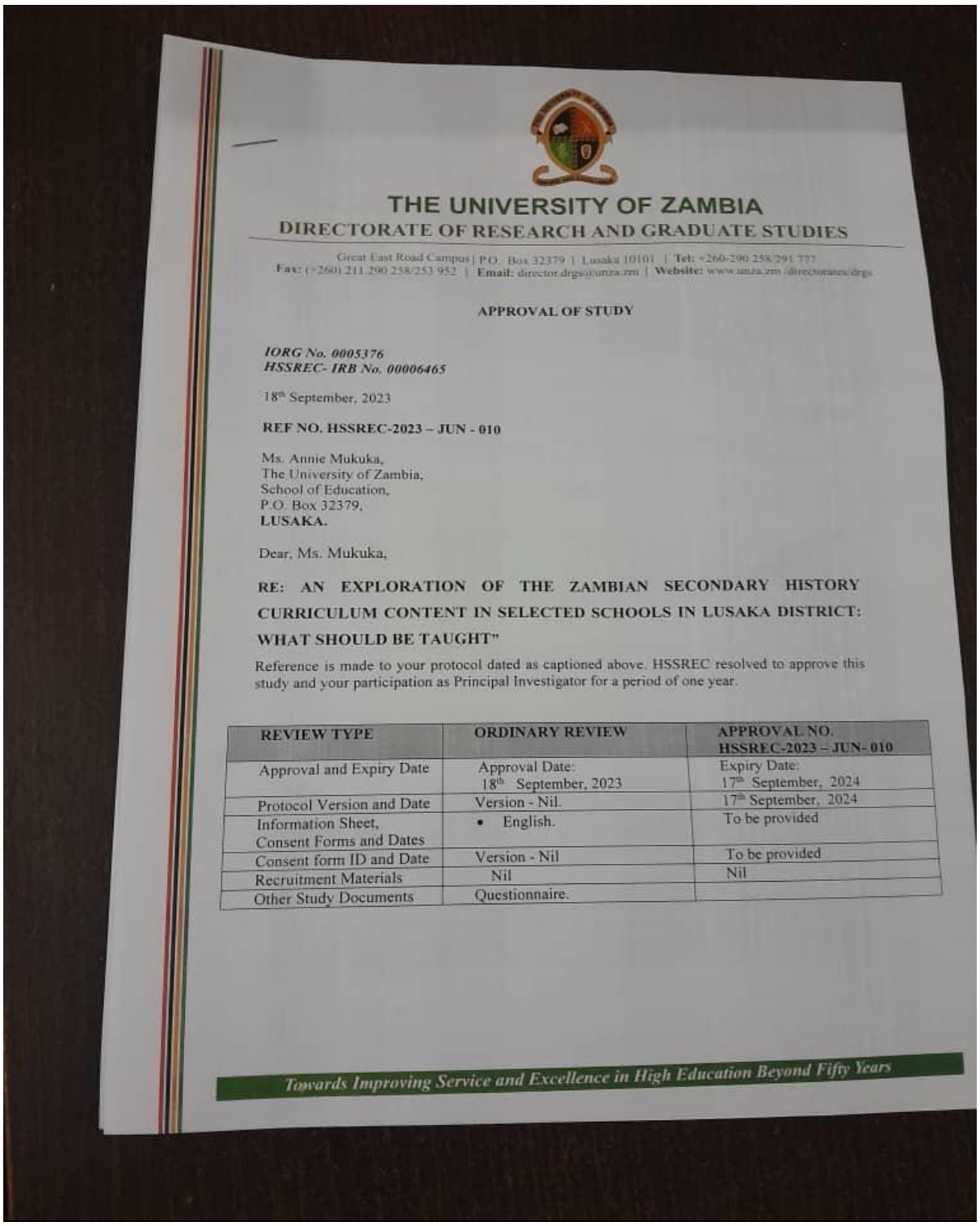
APPENDICES

Appendix 1: Ethical Clearance for the Approval of the Study



THE UNIVERSITY OF ZAMBIA
DIRECTORATE OF RESEARCH AND GRADUATE STUDIES

Great East Road Campus | P.O. Box 32379 | Lusaka 10101 | **Tel:** +260-290 258/291 777
Fax: (+260) 211 290 258/253 952 | **Email:** director.drgs@unza.zm | **Website:** www.unza.zm /directorates/drgs

APPROVAL OF STUDY

IORG No. 0005376
HSSREC- IRB No. 00006465

18th September, 2023

REF NO. HSSREC-2023 – JUN - 010

Ms. Annie Mukuka,
The University of Zambia,
School of Education,
P.O. Box 32379,
LUSAKA.

Dear, Ms. Mukuka,

RE: AN EXPLORATION OF THE ZAMBIAN SECONDARY HISTORY CURRICULUM CONTENT IN SELECTED SCHOOLS IN LUSAKA DISTRICT: WHAT SHOULD BE TAUGHT"

Reference is made to your protocol dated as captioned above. HSSREC resolved to approve this study and your participation as Principal Investigator for a period of one year.

REVIEW TYPE	ORDINARY REVIEW	APPROVAL NO. HSSREC-2023 – JUN- 010
Approval and Expiry Date	Approval Date: 18th September, 2023	Expiry Date: 17th September, 2024
Protocol Version and Date	Version - Nil.	17th September, 2024
Information Sheet, Consent Forms and Dates	• English.	To be provided
Consent form ID and Date	Version - Nil	To be provided
Recruitment Materials	Nil	Nil
Other Study Documents	Questionnaire.	

Towards Improving Service and Excellence in High Education Beyond Fifty Years

Specific conditions will apply to this approval. As Principal Investigator it is your responsibility to ensure that the contents of this letter are adhered to. If these are not adhered to, the approval may be suspended. Should the study be suspended, study sponsors and other regulatory authorities will be informed.

CONDITIONS OF APPROVAL

- No participant may be involved in any study procedure prior to the study approval or after the expiration date.
- All unanticipated or Serious Adverse Events (SAEs) must be reported to HSSREC within 5 days.
- All protocol modifications must be approved by HSSREC prior to implementation unless they are intended to reduce risk (but must still be reported for approval). Modifications will include any change of investigator/s or site address.
- All protocol deviations must be reported to HSSREC within 5 working days.
- All recruitment materials must be approved by HSSREC prior to being used.
- Principal investigators are responsible for initiating Continuing Review proceedings. HSSREC will only approve a study for a period of 12 months.
- It is the responsibility of the PI to renew his/her ethics approval through a renewal application to HSSREC.
- Where the PI desires to extend the study after expiry of the study period, documents for study extension must be received by HSSREC at least 30 days before the expiry date. This is for the purpose of facilitating the review process. Documents received within 30 days after expiry will be labelled "late submissions" and will incur a penalty fee of K500.00. No study shall be renewed whose documents are submitted for renewal 30 days after expiry of the certificate.
- Every 6 (six) months a progress report form supplied by The University of Zambia Humanities and Social Sciences Research Ethics Committee as an IRB must be filled in and submitted to us. There is a penalty of K500.00 for failure to submit the report.
- When closing a project, the PI is responsible for notifying, in writing or using the Research Ethics and Management Online (REMO), both HSSREC and the National Health Research Authority (NHRA) when ethics certification is no longer required for a project.
- In order to close an approved study, a Closing Report must be submitted in writing or through the REMO system. A Closing Report should be filed when data collection has ended and the study team will no longer be using human participants or animals or secondary data or have any direct or indirect contact with the research participants or animals for the study.
- Filing a closing report (rather than just letting your approval lapse) is important as it assists HSSREC in efficiently tracking and reporting on projects. Note that some funding agencies and sponsors require a notice of closure from the IRB which had approved the study and can only be generated after the Closing Report has been filed.

- A reprint of this letter shall be done at a fee.

- All protocol modifications must be approved by HSSREC by way of an application for an amendment prior to implementation unless they are intended to reduce risk (but must still be reported for approval). Modifications will include any change of investigator/s or site address or methodology and methods. Many modifications entail minimal risk adjustments to a protocol and/or consent form and can be made on an Expedited basis (via the IRB Chair). Some examples are: format changes, correcting spelling errors, adding key personnel, minor changes to questionnaires, recruiting and changes, and so forth. Other, more substantive changes, especially those that may alter the risk-benefit ratio, may require Full Board review. In all cases, except where noted above regarding subject safety, any changes to any protocol document or procedure must first be approved by HSSREC before they can be implemented.

Should you have any questions regarding anything indicated in this letter, please do not hesitate to get in touch with us at the above indicated address.

On behalf of HSSREC, we would like to wish you all the success as you carry out your study.

Yours faithfully,

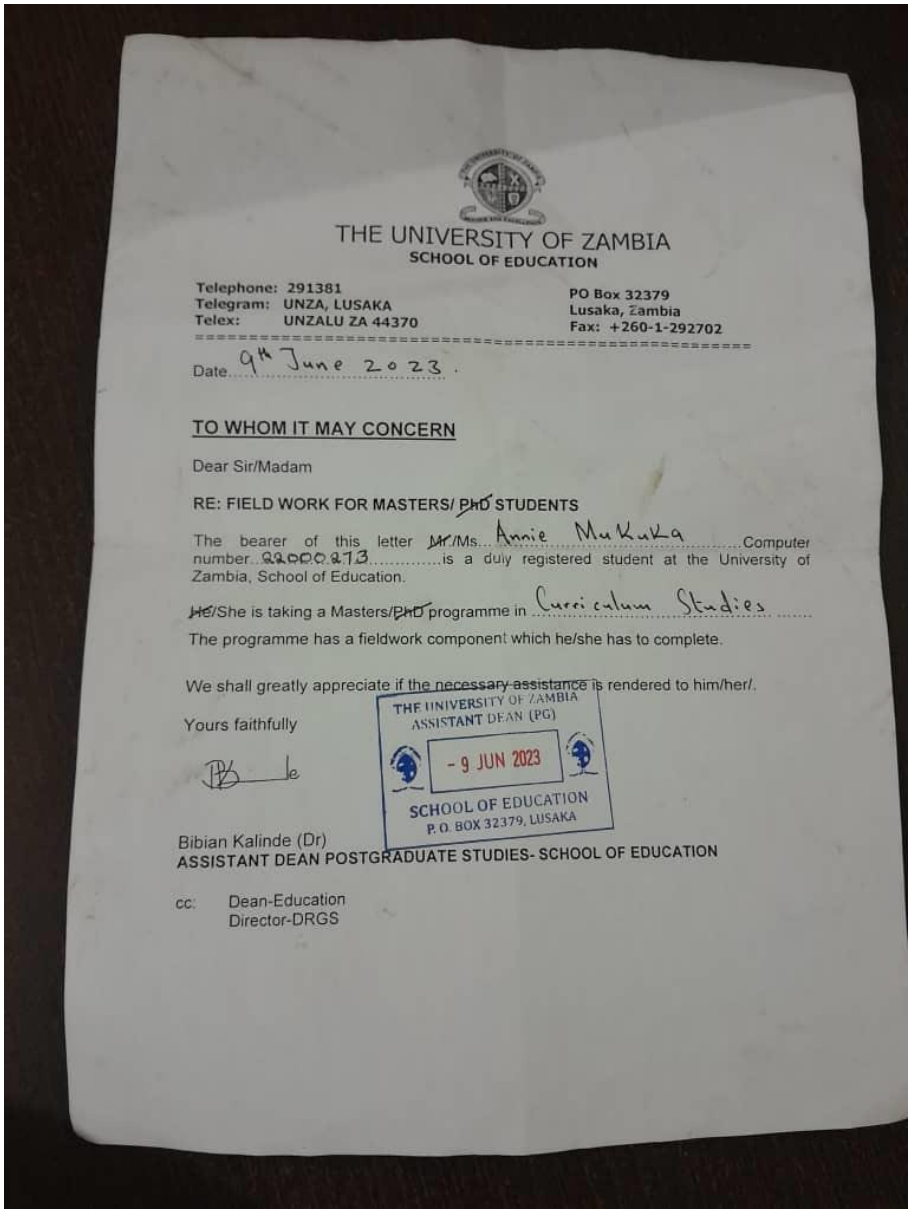
Dr. J.I. Ziwa

DR. J. I. Ziwa

CHAIRPERSON
THE UNIVERSITY OF ZAMBIA HUMANITIES AND SOCIAL SCIENCES RESEARCH ETHICS COMMITTEE - IRB

cc: Director, Directorate of Research and Graduate Studies
Assistant Director (Research), Directorate of Research and Graduate Studies
Assistant Registrar (Research), Directorate of Research and Graduate Studies

Appendix 2: Introductory Letter from the University of Zambia



THE UNIVERSITY OF ZAMBIA
SCHOOL OF EDUCATION

Telephone: 291381
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PO Box 32379
Lusaka, Zambia
Fax: +260-1-292702

Date 9th June 2023.

TO WHOM IT MAY CONCERN

Dear Sir/Madam

RE: FIELD WORK FOR MASTERS/ ~~PHD~~ STUDENTS

The bearer of this letter ~~MR~~/Ms... Annie Mukuka ..... Computer number...92000273.....is a duly registered student at the University of Zambia, School of Education.

~~He~~/She is taking a Masters/~~PHD~~ programme in Curriculum Studies

The programme has a fieldwork component which he/she has to complete.

We shall greatly appreciate if the necessary assistance is rendered to him/her/.

Yours faithfully

THE UNIVERSITY OF ZAMBIA
ASSISTANT DEAN (PG)
- 9 JUN 2023
SCHOOL OF EDUCATION
P.O. BOX 32379, LUSAKA

Bibian Kalinde (Dr)
ASSISTANT DEAN POSTGRADUATE STUDIES- SCHOOL OF EDUCATION

cc: Dean-Education
Director-DRGS

Appendix: 3 Focus Group Guide for Pupils

Interviewer: _____ School:_____

Date:_____ Place :_____

Start Time:_____

I am a Master of Education student at the University of Zambia carrying out an academic study in which your participation is important. In this study, i will be exploring the Zambian Secondary School History Curriculum Content in selected Secondary Schools in Lusaka District getting ideas of what should be taught. Therefore, am kindly asking all to fully participate freely and respond truthfully. The information you will give will be treated with utmost confidence and will only be used for the purpose of this particular study.

1. What do you learn in history at secondary school level?
2. Do you have any preference of the three parts of history and why?
3. What content knowledge if any in southern history do you think is irrelevant and why?
4. What content knowledge if any in European history do you think is irrelevant and why?
5. What content knowledge if any in Central African history do you think is irrelevant and why?
6. Which content knowledge in Southern history do you think should not be removed and suggest which ones you think should be introduced in the curriculum and give the reason to why?
7. Which content knowledge in European history do you think should not be removed and suggest which ones you think should be introduced in the curriculum and give the reason to why?
8. Which content knowledge in Central African history do you think should not be removed and suggest which ones you think should be introduced in the curriculum and give the reason to why?
9. Kindly share what made you choose history has your option subject?

10. What's your opinion regarding pupils and interest in history subject at secondary school level?
11. What suggestions can you make that you think can help to improve learner's interest in history subject at secondary school level?
12. What are the benefits of you leaning history in school?
13. What are the personal and national benefits of you learning history in the Zambian curriculum?
14. What do your friends, relatives and parents say about you learning history at school? Do you agree with what they say?

THANK YOU SO MUCH FOR TAKING PART IN THIS DISCUSSION

Appendix 4: Interview Guide for Heads of Section and Teachers

This interview is meant at finding out your opinion on the relevancy of history content in the curriculum and what should be taught at secondary schools. You are requested to be as free and objective as you can.

1. How long have you been teaching history?
2. How long have been serving has a teacher of history at this school?
3. What do you teach in history at secondary school level?
4. What is being taught to the learners this term?
5. How relevant do you think is what is being taught this term?
6. What content knowledge if any in southern history do you perceive irrelevant and why?
7. What content knowledge if any in European history do you perceive irrelevant and why?
8. What content knowledge if any in Central African history do you perceive irrelevant and why?
9. What content knowledge in Southern history you have been teaching do you think should be retained and which content do you think should be introduced in the curriculum and why?
10. What content knowledge in European history you have been teaching do you think should be retained and which content do you think should be introduced in the curriculum and why?
11. What content knowledge in Central African history you have been teaching do you think should be retained and which content do you think should be introduced in the curriculum and why?
12. Based on your experience and interaction with secondary school learners, what's your take on learners interest in the history subject? Why do you think so?
13. In regards to history at secondary school level, what can you suggest can help raise learners interest in the subject?
14. Why should history be taught to learners in schools?
15. What are the personal and national benefits of learners learning history in the Zambian curriculum?

16. What are the views of other teachers in your school about the teaching and learning of history? Why do they say that? Do you agree with they view?

THANK YOU SO MUCH FOR YOUR TIME.

Appendix 5: Interview Guide for History Curriculum Specialist

This interview is meant at finding out your opinion concerning the relevancy of history content in the curriculum, what should be taught at secondary schools and how to raise learner's interest in the history subject. Your objective responses will be appreciated.

1. How long have you been a specialist of History?
2. How do you conduct the process of selecting the content to include in History at secondary school?
3. What challenges do you face when selecting the content to be included in the history curriculum at secondary school level?
4. Which content knowledge if any in southern history do you perceive irrelevant and why?
5. Which content knowledge if any in European history do you perceive irrelevant and why?
6. Which content knowledge if any in Central African history do you perceive irrelevant and why?
7. Which content knowledge in Southern history should be retained and which ones should be introduced in the curriculum and why?
8. Which content knowledge in European history should be retained and which ones should be introduced in the curriculum and why?
9. Which content knowledge in Central African history should be retained and which ones should be introduced in the curriculum and why?
10. How can learners' interest in the study of history be raised in Zambian secondary schools?
11. Why should history be taught to learners in schools?
12. What are the personal and national benefits of learners learning history in the Zambian curriculum?

THANK YOU SO MUCH FOR YOUR TIME.