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*Students' Perceptions towards History School Subject in Norway and Tanzania:
Promoting Multi-perspectivity in constructing historical Knowledge*

Master Thesis Submitted

By

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Abstract

Student participation in the classroom is a concern attributed to many factors, with student perceptions being one of them.

This project, through a mixed method approach, has examined how the use of varied teaching methods and learning materials influence student perceptions towards history as a subject in Norwegian and Tanzanian schools, and ultimately contribute to active learners.

The study shows that the majority of the students in Tanzanian schools have negative perceptions towards history mainly because of poor teaching and issues concerning English as medium of instruction. However, Norwegian students display positive perceptions towards history due to engaging and conducive learning environments, usage of varied teaching and learning resources, and a collective understanding of the subject as relevant for their everyday life.

The study findings also show that the use of student-centred learning strategies influences both students' perceptions and classroom participation in a positive way.

Elevers deltakelse i klasserommet påvirkes av flere faktorer, blant annet av elevenes oppfattelse av hvert enkelt fag.

Dette prosjektet har gjennom en variert metodisk tilnærming analysert hvordan bruk av variert undervisning og undervisningsmateriell påvirker elevers oppfatning av historiefaget i Norge og Tanzania, og hvordan dette engasjerer elevene.

Resultatene viser at mange elever i Tanzania har en negative oppfattelse av historiefaget på grunn av dårlig undervisning, samt problemer knyttet til engelsk som undervisningsspråk. I Norge har flertallet av elevene en positiv holdning. Årsaker til dette er engasjerende og tydelige læringsmiljø, tilgang på variert undervisningsmateriell, og opplevelsen av faget som relevant for elevenes hverdag. Bruk av elevsentrerte læringsstrategier påvirker både elevers deltakelse og oppfattelse av faget positivt

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Content

Abstract	I
Acknowledgements	II
Abbreviations and Acronyms	VIII
1 Introduction and Context of the Study.....	1
1.1 Background of the Study.....	1
1.2 Research Questions.....	2
1.3 History as a Subject in Norway.....	3
1.4 History as a Subject in Tanzania	4
1.5 Statement of the Problem.....	5
1.6 Significance of the Study	6
2 Literature Review.....	9
2.1 Theoretical Underpinnings of the Study	9
2.1.1 The constructivism learning theory	10
2.1.2 Teacher’s pedagogy skills and competences	12
2.1.3 Teaching approaches	12
2.1.4 Teaching materials	13
2.1.5 Teachers’ and peers interpersonal behaviour	13
2.2 Students’ Perceptions on History as a school Subject	14
2.2.1 Positive or negative perceptions.....	16
2.3 Teaching Methods.....	18
2.4 Perceptions and School Performance	19
2.5 The Interplay between Affective and Cognitive Dimensions	20
2.6 The Language of Instructions	22
3 The Research Methodology	25
3.1 Determinants of Research Methods and Methodology	25
3.2 Mixed Methods Research Approach.....	26
3.2.1 The rationale for using mixed methods research	26

3.3	Research Design of the Study.....	27
3.3.1	The rationale for adopting comparative research design to multiple cases approach.....	28
3.4	Population and Setting of the Study	30
3.4.1	Selection of schools.....	30
3.4.2	Selection of participants in the study	31
3.5	Sample of the Study	32
3.6	Data Collection Methods.....	32
3.6.1	Focus group interview.....	33
3.6.2	Observations	33
3.6.3	Questionnaire	34
3.7	Validation of Research Instruments.....	35
3.8	Validation in Mixed Methods Research	35
3.9	Data Analysis	36
3.9.1	Inductive and thematic analysis.....	37
3.9.2	Quantitative analysis.....	37
3.10	Ethical Considerations.....	37
3.11	Researcher’s Role and Reflections in the Study.....	38
3.12	Limitations of the Study	39
4	Students’ Perceptions towards History School Subject in Norway and Tanzania	41
4.1	Students’ Perceptions towards History as a School Subject.....	41
4.1.2	Social sciences versus natural sciences comparison	47
4.1.3	Teachers’ views on students` perceptions towards history and learning.....	53
4.1.4	Time invested by students in studying history.....	56
4.1.5	Students’ anticipation of higher education: history or other subjects?	60
5	Teaching Approaches in Tanzanian and Norwegian History Classes	67
5.1	Interactive or non-Interactive Teaching Methods in History Classes	67
5.2	Engagement in the Lesson and Students’ Perceptions	72
5.3	Student-Centred but Partial learning.....	75
5.4	Playing Games and Searching Information from the Internet.....	76
5.5	Does the use of Multiple Sources in History Classrooms enhance Learning?	78
5.6	The Language of Instruction in Tanzanian Schools	80

5.7	The Language of Instruction in Norwegian Schools	83
5.8	Students-Teacher Relationship and Interactions in and beyond History Classes.....	83
6	Teachers' Views on ways of Teaching and Learning History.....	87
6.1	Teachers' Workload and Teaching Experiences.....	87
6.2	The Practice of Teaching History in the Classrooms	90
6.3	Is History Knowledge for Learning or Syllabus Coverage?	94
6.4	Does History Knowledge Focus to Produce Facts or Reflective Interpretations?.....	98
6.5	Historical Knowledge: A tool to understand the past, present and the future	101
7	Study Summary, Implications of the Findings and Conclusions.....	107
7.1	Perceptions towards History Subject in Norway and Tanzania	107
7.2	Teaching Methods and their influence to Students' Perceptions on History as a Subject .	108
7.2.1	The language of instructions	109
7.2.2	Multiple sources and students' perceptions towards history.....	110
7.2.3	Student-teacher relationship	111
7.3	Do Teachers do what they say they do?	111
7.4	Practical Implications of the Study.....	112
7.5	Conclusion	114
8	References.....	117
9	Appendices	123

Abbreviations and Acronyms

BUC	Bergen University College
DUCE	Dar es Salaam University College of Education
MoEVT	Ministry of Education and Vocational training
UDSM	University of Dar es Salaam
URT	United Republic of Tanzania

List of Figures

Figure 1: Students' rank of history (Samfunnsfag) subject preferences in Tanzanian and Norwegian schools.....	42
Figur 2: Students' anticipations to study history at tertiary level	60

List of Tables

Tabel 1: Students' rank of history or social science (Samfunnsfag) subject preferences in Tanzanian and Norwegian schools.	43
Tabel 2: Students' views towards history and mathematics in Norwegian and Tanzanian secondary schools	48
Tabel 3: Students' perception towards teaching and learning of history subject in Norway and Tanzanian schools.....	54
Tabel 4: Teachers' level of agreeing on the best teaching approaches in history classes	68
Tabel 5: History teachers' workload and teaching experience distribution.....	88
Tabel 6: Teachers' views and reported usage of different teaching methods in history lessons..	91
Tabel 7: Teachers' views on students' history knowledge the past, present and the future.....	102

1 Introduction and Context of the Study

The focus of this Master's thesis is to compare practices in selected schools in Norway and Tanzania on the issues of students' perceptions towards history as a subject. In addressing this purpose and the research questions highlighted in this chapter, this study intends to find out whether students' perceptions towards history as a school subject can be influenced by teaching methods, learning materials or any other factors. This is a comparative study conducted in Norwegian and Tanzanian schools. It also aims to explore how teachers in both countries translate learning theories into practice. By so doing, this study provides a basis for educational practitioners (historians) and policy makers to learn from others and consider what is to be done to improve their system of education.

1.1 Background of the Study

Students' perceptions and attitudes towards school subjects have attracted many researchers in social science and education in general. Educational psychologists and theorists posit that perceptions or values a student attaches to a subject or class activity, play a great role in determining the degree in which the student will engage and participate in the learning process (Boyanton, 2015). Studies conducted in 1980s and 90s suggest that among other factors, students' perceptions play a central role in their school achievement and subject performances (Ramsden, 1992, & Prosser and Trigwell, 1999). Empirical evidence from recent research (Ndalichako & Komba, 2014) demonstrated that students' choice of subjects could easily be influenced by both ability and interest towards the subject matter. Ndalichako and Komba's study examined the factors that influence students' choice of subjects in Tanzanian secondary schools. However, the influence of students' perceptions or value towards school subjects as a determining factor for the degree of student engagement is something I find lacking in many of the empirical studies in history education. In that context, my question is how students' perceptions towards history as a school subject can be influenced in the classroom. Moreover, to what extent does the perceptions students have towards a particular subject influence their engagement in the learning process.

Commentators in history education view history as a subject, which has a role to endow students with beliefs and values of all cultures to provide them with awareness of the world (Alazzi & Chiodo, 2004). Along the same line of thinking, Cajani and Ross (2007) claim historical knowledge is a precondition for political awareness. Without history, a society shares no common memory of what has been, what its core values are, or what decisions of the past accounts for the present circumstances. Further, Cajani and Ross argue that without historical knowledge we cannot undertake any sensible inquiry into the political, social and moral issues of the society. In that regard, knowledge of history is a tool for both identity construction and citizen formation among students.

1.2 Research Questions

With that background and purpose in mind, this study is designed to answer the following research questions:

- i. What perceptions do secondary school students in Norway and Tanzania have towards history as a subject?*
- ii. Do teaching methods and learning styles influence students' perceptions towards history as a school subject?*
- iii. What views concerning teaching methods exist among history teachers, and are these views reflected in their teaching practices?*

As empirical studies show, in order to enhance students' positive perceptions towards history and other school subjects, researchers and educators among other things, suggest a shift in teachers' pedagogical practices from common transmission teaching approaches to interactive teaching. This simply means that there should be an emphasis on interactive teaching that focuses on enabling students engage actively in history lessons, think critically, reflectively and objectively on three time dimensions; *the past, the present* and *the future* of which makes history a discipline of its kind (Savich, 2007; Cannadine, Keating & Sheldon, 2011).

Empirical studies show significant variations concerning students' perceptions towards history as a school subject. On one hand, history as a school subject is being perceived negatively. For example, history is difficult to understand and boring. This is because one has to memorize all facts in the textbook instead of understanding. History is useless and worthless because of the emphasis on memorizing dry and dead facts, history is a domain for weaker students who fail the natural sciences, and there is no more desirable jobs available for people specializing in history and other social sciences (Shveta, 2006: 1; Savich, 2009; Nor Azan & Wong, 2008). Moreover, history has little relevance to students' lives.

Other studies report positive perceptions from students such as; history is the source of their culture and identity, a source of national consciousness and a study that stimulates thinking and curiosity (Alazzi & Byford, 2004; Borries & Angvik, 1997; Hess, 2001 cited in Alazzi & Chiodo, 2004). Connected to both positive and negative views towards history from learners and the public, are pedagogical practices, culture and curricular priorities in various educational systems. However, the empirical studies on both positive and negative perceptions present an interesting arena in history education where the paradox about students' perceptions towards history as a school subject needs to be brought to light.

1.3 History as a Subject in Norway

History in Norwegian schools is taught as part of social sciences called *samfunnsfag*, from first to tenth grade (primary and lower secondary school) and as a separate subject from 11-13th (upper secondary school). The curriculum stipulates three sets of competence aims on three levels after 4th, 7th and 10th grades. The historical content is organized chronologically, from the oldest times in the youngest classes to contemporary history in the oldest classes. In grades 1–4, the focus is on Norwegian history from the Stone Age to the Iron Age (Borries & Angvik, 1997, Paulsen, 2013). Family and local history are treated as the expected competence mentioned in the aims. In grades 5-7 (second level), the focus is on the Viking Age to the Enlightenment. This level is also taught the history of national minorities living in Norway (for example, the Sami people). In this category, students learn in detail the national minorities in Norway, their history, main characteristics and their living conditions.

The third level (grades 8–10) among other things focuses on *Modern history* and include topics such as industrialization and modernisation, welfare politics and international relations. Besides, students at this level also learn about the American and French revolutions, imperialism, decolonization, and central international conflicts (Utdanningsdirektoratet, 2009).

According to Paulsen (2013) the common methods in presenting history topics in Norway includes; films, videos, TVs, novels plays. This assertion is also reflected in the country report (no date) that further indicates that the current Norwegian curriculum puts much emphasis on the *aims* rather than the *content*. As a result, the publics' interest towards history is generally increasing in the country. This is because the public believe that history can explain the problems of the present by means of the past (for example, through fascinating shows such as, TV series- the 20th century, the Chronicles, the Gladiators, the Vikings). The public also believe that history speaks the language of the people and forms their identity (social status and level of income of historians and history teachers' increases, as does the status of history teaching.

1.4 History as a Subject in Tanzania

In Tanzania, history is taught as an independent subject from primary school level to tertiary education. In Tanzanian secondary schools, particularly in form one (the first year of ordinary level secondary school), history subject is taught to orient students to an understanding of the importance of history, origin and evolution of man, man's development to the environment and technology. By the end of form one, students are taught how economic activities influenced the development of their social and political organization in pre-colonial Africa. Generally, at this level, students are taught to understand and appreciate the importance of history and how societies struggled and changed to become modern societies before colonialism (URT, 2010).

In form two (second year of ordinary level secondary school), one central topic is interactions *among the people of Africa*. Under this aspect, students learn in detail about social factors and the impact of interactions among the people of Africa. Another topic covered in form two is *social economic development and production in pre-colonial Africa*. Here students are expected to develop an understanding on types of social organizations and production, origin, meaning, features and structure. This level (form two class) also covers modes of production such as

communalism, slavery and feudalism. The last two history aspects covered at this level are *Africa and the external world* as well as *Industrial capitalism*. The topic, *the external world contacts* orients the students towards an understanding of the motives behind the contacts between Africa, the Middle East and Far East. They are also taught about the reasons and impacts of Portuguese contact, the Dutch settlement at the Cape (South Africa), the reasons for expansion and the effects of Indian Slave Trade and Trans –Atlantic Slave Trade.

Moreover, students in form two are oriented to knowledge about the demands of capitalism in the 19th century, agents of industrial capitalism, British occupation in South Africa and the abolition of slave trade. Overall, students in form two are taught history in order to equip them with competences such as the ability to show appreciation of the levels of social economic development in pre- colonial Africa. They are also expected to develop the ability to examine and explain the motives for the coming of foreigners to Africa up to the mid-19th century, the ability to demonstrate knowledge of the development of capitalism, and the ability to analyse how and why it influenced social and economic changes in Africa (URT, 2010).

Despite the governments emphasis on learner-centred teaching methods such as group discussions, role plays, library works, simulation and other related approaches, history like many other school subjects are dominated by lectures, textbook reading and narratives (Gabriel, 2013; Ndalichako and Komba, 2014, Mellingen , 2014 & Vavrus and Bartlett, 2013).

1.5 Statement of the Problem

Although the objectives of teaching history in Norway and Tanzania schools are formulated differently as reflected in the curricular aims or goals of the subject, history seems to play the same roles to both learners and the public. In Norway, history focuses on examining and discussing how people and societies have changed over centuries. It is also taught to enable students understand how people can create and shape their understanding of the past, develop historical overviews, insights and skills for everyday life as well as participation in a society. In Tanzania history is taught to enable students understand their national heritage and evolvment as a nation. It is also taught to enable students understand the complexity of peoples' lives, the process of change, the diversity of societies as well as their identity.

In both countries, historical knowledge remains paramount as it acts as the vehicle for imparting moral values, identity and national consciousness to youngsters. However, despite its centrality to the growth and national cohesion of any nation, the different ways in which history is taught in Norwegian and Tanzania schools influences the degree to which these aims are reached.

My diverse background and experiences in history school subject as a student, a secondary school teacher and a teachers' college tutor has exposed me to varied perceptions and attitudes towards history as a school subject from students, teachers and the public at larger. For example, it is common in Tanzania to hear the following: "why students should be taught history in this era of science and technology? Why should I specialize in history, After all, it is a subject for the dead". Others are of the views that, "history is taught to prepare politicians-good liars. After all, I am not interested in politics, so why should I study history; history is the domain for weak students". Further, others continues saying, "unlike sciences, you need less time to prepare yourself in teaching history. History is not that much demanding because it is like story telling".

On the other hand, students in Tanzanian schools studying sciences (Physics, Chemistry and Mathematics) consider themselves more intelligent than their counter parts in social sciences. In similar ways, parents in Tanzania tend to encourage their children opt for science subjects believing that out of those subjects, their sons and daughters will become engineers, chemists, doctors and make good money and a good living. These and many other aphorisms depict how history is perceived, taught and learnt in Tanzanian schools. Drawing on research and personal experiences on both *what* and *how* history is taught in both countries, this study compares pedagogical practices in history subjects to highlight the knowledge and literature gap on students' perceptions in history didactics.

1.6 Significance of the Study

The findings of the study are significant in different ways. Firstly, the study findings provide an awareness about students' history perceptions in Norwegian and Tanzanian schools and the underlying reasons on such perceptions. Secondly, the information obtained from practices in teaching history subject in both Norwegian and Tanzanian schools provides a basis for

discussion on the best practices in teaching and learning history. The study also sheds light on what students are expected to learn and how they learn best under the guidance of their teachers during history lessons. Thirdly, the study focuses to practitioners in both Norway and Tanzania concerning their educational practices in relation to others' practices. Fourthly, the findings in this study demonstrate how students' perceptions towards school subjects can be studied using a mixed method research as opposed to mono-methods, which have dominated most of the previous works in the field.

In the next chapter, I discuss how the concept unfolds in a larger context of history education by reviewing both empirical and theoretical perspectives.

2 Literature Review

The roles school subjects play and the reasons why they are on the school schedules and their volume in the curricular are often different. School subjects are tools or means to acquire knowledge, skills and attitudes. Thus, school subjects become important only if the knowledge they produce helps the educational systems meet their overall aims of education. By reviewing various literatures in Tanzania, Norway and the world at large in this chapter, I intend not only to critically analyse issues of broader concerns about history as a school subject, but also to make a case for my argument and locate my research topic in relation to other research works in the field of history education. The focus of my study is to understand students' perceptions towards history in Norwegian and Tanzanian secondary schools. Whether students' perceptions towards history are determined by teaching methods or any other factors remains a question to unfold in this master thesis. Below, I discuss the theoretical underpinnings guiding my study.

2.1 Theoretical Underpinnings of the Study

Students' positive perceptions towards subjects are vital for successful learning and academic achievements in schools. Similarly, teachers' pedagogical skills, effective teaching approaches and other related factors have been positively attributed to students' positive perceptions and active learning as well. In addition, students' reflective learning, significant others, teaching and learning materials are also associated with positive and successful students' learning.

In this study, my focus is to investigate whether the combination these factors have an impact on students' perceptions and learning. Students' likes and dislikes of history as a school subject are also studied by exploring teachers' views and how the views are reflected in their teachings. Lastly, teachers' interpersonal behaviour and positive teacher- student relationships is also studied. As Van Uden, Ritzen and Pieters, (2013) argue that, teacher- students relationships contribute not only to higher student engagement but also to non-violent learning environment . That is to say, students with more positive views of their teachers and the subject are better performing and have fewer problems in the classrooms.

2.1.1 The constructivism learning theory

Constructivism has its roots and development as a theoretical perspective in the works of such scholars as Dewey (1929), Piaget (1952), Bruner (1966) and Vygotsky (1978) and it has become the basic standpoint in studying history and its didactical concepts such as historical perceptions, historical consciousness, historical thinking, historical culture, and the like. Constructivist pedagogy in this respect came as an opponent to positivist paradigm pedagogy that embraced scientific and objectivist views of teaching and learning history and other social science subjects. The positivist pedagogy and its associates presents school knowledge as an external truth where knowledge about the world and the past is mainly factual and enclosed. It also treats learners as empty vessels into which, teachers can pour knowledge and expertise. In a positivistic line of thinking, students are encouraged to reproduce the content and imitate the organization of the teacher's presentation.

To put it more clearly, positivists' pedagogy adhered to traditional teaching where teaching methods were rooted in scientific practices of the late 19th and 20th centuries and learning was teacher-centred (Tutiaux- Guillon in Cajani & Ross, 2007). As a critique to positivists, constructivism-learning theory developed and the focus shifted from the teacher to the learner. The approach is built on the assumptions that students learn best when they are actively engaged in the curriculum relevant to their lives and interests (Paris & Combs, 2006). The theory also relies on the factor of social interactions as essential in the process of learning. As Burton, Lee, Younie (2009) and Vygotsky (1986) cited in Boyanton (2015) maintain that new knowledge is developed through discussions and negotiations with others. In interacting with others, Piaget considers the interaction between peers to be productive and stimulating in the learning process. However, Vygotsky argues that for effective learning processes, the interactions should take place between learners and experts (teachers). Communicating ideas with others not only mediates thinking, but also shapes and defines it. Thus, the classroom interactions between classmates and teachers make learning integrated (Boyanton, 2015).

In this study, I use constructivist-learning theory as a theoretical perspective and as my point of departure for investigating students' perceptions towards history as a school subject. In light of this, history as a school subject ought to be taught in a way that enables students become the co-

creators of their own knowledge as their teachers guide them. This learning theory is consistent with what history didactics as a field of study has been striving to achieve as well. Therefore, students' preconceptions, experiences and views about a topic are ought to be welcomed and evaluated jointly by teachers and learners instead of being neglected and dismissed.

From a theoretical perspective, the use of constructivist learning theory in this study is very important in relation to three aspects: first; knowledge about the past is socially mediated, secondly; knowledge is cognitively constrained and thirdly, knowledge exists in the mind of the learner. This implies that learners need to be guided in a meaningful way in order to construct something meaningful out of what they learn in the classroom (mental engagement). Again, students' prior learning experiences need to be integrated in the learning process. Based on Piaget's cognitive development principle, "students learn through their own involvement and action..." the goal is to allow students apply previous knowledge, develop interests, initiate, and maintain a curiosity towards the lesson (Trowbridge & Bybee, 1990 cited in Bevevino, Dengel & Adams, 1999).

In order to understand how students learn and in what conditions they learn best, I presume that students learn better, when they view and regard the subject matter as important and relevant in their lives. This implies that no matter how the teacher is in delivering the lesson, no matter how interactive and engaging the learning process might be, if students do not find the lesson (subject) relevant to their daily life, it becomes difficult for them to comprehend and internalize the lesson. Therefore, by constructivism learning theory both the teacher and the learner take into account the role played by interest (perception) in the process of learning. Boyanton (2015) exemplifies this by clarifying that together with prior knowledge, other factors such as personal interests, ability level, background, experiences, culture, motivation, confidence and interpersonal relationships each play a central role in the way each individual takes part and constructs knowledge.

Moreover, Boyanton relates that of all the learning factors, value is the key factor in facilitating meaningful learning. If students view history as a relevant school subject matter, they will assign it a positive value, which I translate as a positive perception towards the subject. This in turn influences the way they learn and become involved in the process of learning.

2.1.2 Teacher's pedagogy skills and competences

Researchers grounded in constructivist learning theory have suggested a number of factors teachers should consider in order to enhance students' positive perception towards subjects. For example, researchers such as Bransford, Darling-Hammond, and LePage (2005) maintain that for effective teaching, and in order to influence students' perceptions towards subjects, teachers should be knowledgeable about how learning develops within social contexts. Teachers should be knowledgeable of the curriculum, content and knowledge of teaching in light of the learners to be taught. In Bransford *et al's* (2005) thinking, teachers should be competent and knowledgeable enough in the following aspects if they want to make the lesson more interesting and enjoyable to learners: subject-matter knowledge and educational goals; knowledge about student development and about teaching; and knowledge about how to present teaching materials/lessons (Beijaard, Verloop, & Vermunt, 2000; Borko, 2004; Darling-Hammond, 2006).

Likewise, Ndalichako and Komba (2014) in their research argue that those teachers who maintain a friendly learning environment and are punctual and sensitive to the needs of learners contribute a great deal in enhancing students' interests and engagement in the subject. Likewise, Savich (2009) highlights that, those teachers who implemented interactive teaching methods and the ones who involved learners in the lesson were more successful at enhancing the students' critical thinking, reasoning and engagement in the lesson than those who maintained traditional teaching approaches. Emphasizing on teachers' competences and pedagogical skills, Cannadine *et al* (2011) give an overview that it is the teacher who significantly determines what pupils to learn and how they learn it, whether they enjoy learning it, whether they remember any of it and what impact (if any) it had on their schooling life and life after school. Thus, it is the matter of student-centred approaches, which in most cases make learning more meaningful to the learners than the transmission approach.

2.1.3 Teaching approaches

In line with constructivism learning theory, particularly in this study, I discuss teaching approaches effective in enhancing students' perceptions and active learning. In that regard,

teachers are ought to understand teaching methods that influence students' learning and engage them effectively in the lesson. Studies conducted by Savich (2009) Ndalichako and Komba (2014), Mellingen (2014), Vavrus and Bartlett (2013) all affirm that for an active teaching and learning to take place, teachers should emphasize much on interactive teaching approaches such as discussion group, role playing, debate, and dramatization as opposed to transmission teaching approaches (lecture and textbooks).

This is because interactive teaching methods facilitates students' active learning. Interactive teaching methods make students become more involved as opposed to transmission teaching methods. Therefore, teachers need to be conversant with a variety of teaching methods in order to suffice students' needs and accommodate challenges arising in history classes. Moreover, interactive teaching approaches are important towards shaping students' perceptions towards the subject, which is very important for active learning and enjoyable lessons.

2.1.4 Teaching materials

Teaching and learning materials play a central role in active learning. They are useful in involving and engaging students in the learning process because they aid students apply multiple senses to learn. Thus, teaching materials can help students develop interest towards the subject. Both learning and teaching materials are important as they supplement the learning process. Teaching and learning materials ranging from textbooks, real objects to audio-visual are important as they make learning more enjoyable and interesting, leaning becomes more active and meaningful. In this study, I focus on investigating what kind of teaching and learning materials employed by teachers in history classes and what impacts the materials have on the learning process.

2.1.5 Teachers' and peers interpersonal behaviour

Building positive relationships with teachers and peers increases motivation, helps to develop positive behaviour choices and improves academic performance (Conner, 2011). Again, both teachers and peers' relationships contribute to an interactive and friendly learning environment where everybody feels the sense of belonging in the classroom. The teacher-to-student relationship is a determinant factor for both active learning and engagement in the subject.

Moreover, the relationship between the teacher and students directly influences the work and the enjoyment shown by students in a particular class (Buck, Cook Quigley, Prince, Lucas, 2014; Skinner & Belmont, 1993). Similarly, Ndalichako and Komba (2014) affirm that good teaching involves effective communication and positive relationship between students and teachers. These qualities together with ability to motivate and to communicate are necessary in determining students' perceptions towards subjects and engagement in classrooms. Peer relationship on the other hand is important in contributing to students' self-assurance and sense of belonging in the classroom. As Cappella, Kim, Neal, and Jackson (2013) put it, peers provide psychosocial and academic resources that enhance individual students' academic outcomes and the like.

After a brief discussion of the theoretical grounding holding my study, I now review and discuss various empirical studies to assess the fit of my master thesis in a broad field of history education.

2.2 Students' Perceptions on History as a school Subject

This section examines students' perceptions towards history as a school subject. In exploring this topic, first, I survey literatures both local and international to locate the position of history as a school subject in relation to other school learning parameters. Secondly, I review literatures to find out different perspectives concerning students' perceptions towards history as a subject. In Tanzania context, a review of the related literature disclosed little research about students' perceptions towards history as school subject. Most studies available focus on subjects such as Mathematics, English language and the natural science subjects (Mushi, 1996; Nkuba, 2012; Kihwele, 2014; Mjege, 2013). Unlike Tanzania, Norwegian students' perceptions towards history is documented in *Youth and history* project (Borries & Angvik, 1997). Youth and history was a huge project conducted in 1995 involving 26 countries in Europe. Findings in this project provide a picture of how youths understand knowledge of the past through the subject matter of history. The project was mainly quantitative and it provides useful information that describes youths and history in Norway as well as other European countries. However, since the project among other things investigated to find out youth's historical consciousness, political attitude and their socialization based on historical experiences, approaching such a study with

quantitative traditions only could mean that some aspects could unfold better if they were studied qualitatively. Overall, the empirical research on students' attitude to history is relatively rare among educational researchers in Europe and Norway in particular (Borries & Angvik, 1997). In this regard, literatures in both Tanzania and Norway indicate that there is relatively a little research in the field history education and particularly on students' perceptions or attitudes towards history as a school subject. This may send a message to the educators, students and the public that history knowledge is no longer important and as a result, no need to continue researching in this area.

Outside Norway and Tanzania, several studies have explicitly shown the importance of history as a school subject. For example, Alazzi and Chiodo (2004) assert that history is a discipline that has its own course, language and culture. Its subject matter aims to equip students with competences necessary to appreciate how their societies have struggled and evolved over time. Alazzi and Chiodo's argument sheds light on what role history has as a school subject, and help students to elucidate how the past has influenced the present, and how it paves the way for the perspectives of the future. In similar ways, Tamisoglou (2010: 477) maintains that the aim of school history is to assist students acquire and develop historical thinking and historical awareness.

Drawing from Tamisoglou and Alazzi, I can ascertain the similarities between general objectives of history education in Norway and Tanzania being so close related. History in both Norway and Tanzania is set to help students develop an understanding of where they have come from and where they are going as nations. Therefore, in order to meet these aims and other competences as stipulated in the curriculum, students' positive perceptions enhanced through effective teaching and learning history matter is an option schools in Norway and Tanzania should not afford to lose.

Researchers, Ferreira and Santoso (2008) posit that studies examining students' perceptions are not new, particularly in the field of education. Available research works reveal that there is a close relationship between students' perceptions of the learning environment and its impact on learning outcomes (Ramsden, 1992; Prosser and Trigwell, 1999). Further, Athanasou and Petoumenos (1998) highlight that students' perceptions impact both on how students regard learning materials and the selection of the study and learning approach.

In addition, researchers have also shown interest in studying students' perceptions towards subjects targeting teachers' activities in the classroom (Prosser and Trigwell, 1999). Unlike Prosser and Trigwell, my study focuses on examining students' perceptions based on both teachers' activities and students' learning activities.

2.2.1 Positive or negative perceptions

The available research work on students' perceptions towards history brings both positive and negative findings. However, negative findings dominate most of the research conducted in this area. (Refer Cannadine, 2011; Savich, 2009; Alazzi & Chiodo, 2004; Shveta, 2006 and Nor Azan & Wong, 2008). The aforementioned researchers report negative students' perception towards history as a school subject. For example, studying Jordanian students' views towards history, Alazzi and Chiodo (2004) report that history was viewed as being irrelevant. The reasons why students had such opinions were that they had a hard time enjoying it, the curriculum was restricted to a traditional education system- the same traditional system that uses tests to measure how much a student has retained. This system also uses textbooks with little thought-provoking material. In that case, majority of students responded that in their history classes, teachers relied on the textbooks, lecturing, video, worksheets and traditional tests as methods of learning. This did not motivate them to learn.

Writing along the same line of argument Osborne (2003 cited in Harrison, 2013) describes the same experiences and practices whereby educationists in Canada report about history classes as being uninspiring and students disinterested in history as a school subject, a situation that generates anxiety and unease to the public. Negative perceptions towards history as a subject is also reported by Ibrahim (1999) who conducted a study on factors *influencing choice of history in Kwara state secondary schools*. The study findings revealed that history as a school subject was neglected because of several reasons: the government emphasis on science subjects was downgrading history and other social sciences. This tendency discouraged students a great deal. In the same study students reported to have problems in learning history because, it involves too much writing and narrative. "History is more complex to understand than other subjects and the history syllabus is too wide", they reported (Ibrahim, 1999).

In another study, Nor Azan and Wong (2008) *investigated problems in history teaching and learning as well as students' readiness to learn via digital game-based teaching method*. The findings in this study disclosed that students viewed history as dead and boring. Moreover, they went further to explore the societal opinion about history and it was revealed that parents viewed history as having no economic value to their children's future. Further, students viewed history as difficult and boring and that it demanded them to memorize all facts in the textbooks instead of understanding. These views in return affected students' learning and their performance in history remained low.

On the contrary, there are empirical studies that explicitly show students' positive perceptions towards history as a school subject. For example, Chiodo and Byford's (2004) in their research found no negative perceptions toward social studies (history) among the middle and high school students in a southwestern school system in the United States. In their research Chiodo and Byford report that the 37 students interviewed, indicated that social studies was useful and of great importance for their future. Eighteen (18) out of the 24 middle school students were pleased with the social studies curriculum taught in school. Students also revealed that they learned about patriotism and supporting the country from their citizenship education class. Students' positive perceptions and attitude towards history is also highlighted in studies conducted by Alazzi and Chiodo (2004) and Khawlidah (cited in Alazzi and Chiodo, 2004 (1987) in Jordan regarding students' views and what is learned from the social studies curriculum. Khawlidah) found that the students valued the content areas of the social studies curriculum.

I find it very important that I took citizenship and history classes. I learned from the citizenship class how the governmental system operates and I learned about the Constitution of Jordan, about my responsibilities and my duties to my country. I learned from history class about the history of my country, the history of the Arab world, and the history of the world" (Alazzi and Chiodo, 2004 pp233).

Moreover, students also reported positive perceptions towards history (social studies), as Hess (2001) in Alazzi and Chiodo (2004) maintain teaching with discussion and allowing students an opportunity to give feedback will enhance their desire for knowledge. Furthermore, teaching with discussion allows students to develop personal skills and enhances critical thinking and self-confidence. Quoting one of the participants' response Hess writes:

I like history teacher, who made me feel passionate about history. Before that I took a history class with outdated and outmoded information, lectures that practically put me to sleep; the class was not even worth my energy. However, that kind of teacher engaged students in the history of events. It seemed like she took her students back to the past. She made history my first choice, not my last (interview with students # 5pp 233).

It is convincing to argue that when history is taught as part of social science in most cases students are likely to view it positively as opposed to when it is taught as an independent subject. As empirical studies show, among other things, the students negative perceptions was common in those schools where history was taught as an independent school subject and the vice versa

2.3 Teaching Methods

Reviewing literatures in history education from other countries such as Australia, Lawless (2010 cited in Harrison, 2013:2) writes that there is more to history than teaching content knowledge. An engaging learning environment, she suggests, “encourages students to be curious and pose interesting and engaging questions about the past” (2010: 22). The author further clarifies that:

[...] students should have: the opportunities to engage in exciting classroom experiences that involve a range of sources, role play, oral history, museum and site visits, archaeology, interpretations, empathy, historical fiction and film, family history and heritage, local history, re-enactments and historical drama.

In a similar way, Wineburg (2001) argues that historical knowledge requires an orientation to the past: informed by disciplinary canons of evidence and rules of argument. In that way, history teaching should assist students in mastering concepts like causality and comparison as well as the exploration of history as constructed interpretive accounts. Both Wineburg and Lawless acknowledge that teaching history is about studying the past, but orientating students to the past should go beyond the normal and ordinary thinking. Instead, studying the past should enable students to learn and love the past to foster their curiosity through variety of teaching approaches meanwhile consulting multiple resources in the course of creating historical knowledge.

In addition, there are various empirical studies, which examine how students’ perceptions affect learning attitudes and performance. Lancaster and Strand (2001) compared students’

performance and attitudes towards two different types of management accounting classes: the authors investigated students' attitudes and performance along two teaching and methods such as traditional lectures and cooperative learning. However, the results fail to show any significant differences in learning attitudes or performance between the two types of classes. Working from a similar stance by comparing traditional versus interactive teaching methods, Savich (2009) conducted a study to find out the effectiveness of inquiry based teaching methods (group discussion, role play, debate, library works) and traditional teaching methods (lecture and text book reliance) towards enhancing critical thinking among high school students. The findings revealed that among other things, the interactive teaching method enhanced the development of critical and reflective thinking; students enjoyed and liked history subject matter more than in a traditional based teaching method history class.

2.4 Perceptions and School Performance

One may argue that there are close relations between students' perceptions, active learning and school performance. However, Pors (2001) cited in Ferreira and Santoso (2008) argue that students' overall satisfaction with a subject does not have a significant relationship with their performance. Nevertheless, literature suggests that students' performance is the question of many factors such as classroom structure, availability of teaching and learning materials, teacher-student relationship and students' engagement in classroom activities. In addition, factors such as human needs, affect intention, motivation, interests, identity and others can influence students' school performance (Azevedo, diSessa & Sherin, 2012:270; Van Uden Ritzen & Pieters, 2013:44; Ndalichako & Komba, 2014:49). Again, Ndalichako and Komba (2014:49) opine that in the question of students' performance and subject selections both ability and interest play a central and determinant role. However, I argue that ability and interest cannot suffice in explaining subject selections and performance in schools because factors such as significant others, the influence of job market, the availability of teachers seems to play a central role in students' school performance and subject selections.

Further, students' perceptions and subjects' performance have also been researched from motivation and achievement perspectives. For example, Ames (1992 and Dweck, 1999 Azevedo

et al, 2012) focused on intrinsic and extrinsic motivation, Rigby, Deci, Patrick, Ryan (1992) based their research on self-determination and Hidi, and Renninger (2006) concentrated on situational and individual interests. From the findings, it was revealed that the aforementioned variables affect the quality of students' classroom participation and engagement in the lessons differently. This is well reflected from achievement goal theories, which posit that students often adopt two opposing types of goals—performance and mastery goals. A student holding a performance goal work hard to preserve a sense of self-worth and ability. Students in this category consider “failure” as a product of lacking commitment (Dweck, 1999 cited in Azevedo et al, 2012). Therefore, students with a performance goal will engage in various activities, but their main intention is to advance knowledge of the subject matter and perform well. On the contrary, students subscribing to a mastery goal, tend to focus toward deep learning and understanding. For them, effort and success are interlinked and working hard is perceived as a way to increase one's sense of efficacy. Students holding mastery goal consider failure, as a sign that further effort is required (Azevedo et al, 2012:271).

Undoubtedly, all the given arguments are worth in explaining the relations between students' perceptions, school performance and attitude towards learning. However, of particular relevance to this study are literatures that have explored the situational and individual interest towards subjects (refer Hidi & Renninger, 2006). Most of the available research works on students' perceptions concentrated on upper secondary school students (see Savich, 2009; Ibrahim (1999); Alazzi and Chiodo (2004) Chiodo and Byford (2004) where students' perceptions and attitude towards learning are widely documented. In order to address this, my study takes a different direction by studying lower secondary school students.

2.5 The Interplay between Affective and Cognitive Dimensions

Of particular interest to the present research are the studies that have explored the importance of integrating affective and cognitive domains in the classroom context (see Ndalichako & Komba, 2014; Boyanton, 2015). Both affective and cognitive elements are crucial in ensuring that learning is taking place and students' interests towards the subject matter are sustained (Boyanton, 2015).

In this study, I define teachers' interpersonal behaviour to include sense of humour, enthusiasm, sociability, ability to motivate and friendliness. Researchers such as Açıkgöz (2005) Nkuba (2012) Kihwele (2012) have documented that teachers' interpersonal behaviour have a role to play in both shaping and distorting students' perceptions towards subjects and active learning. However, teachers' interpersonal behaviour work best when paired with factors and contexts that best facilitate student learning by doing (cognitive aspect). They include activities and features, which are purposeful, task-oriented, relaxed, warm, supportive, and has a sense of order and humour in an integrated sense (Kumaravadivelu, 1992 cited in Açıkgöz, 2005:3).

The researcher also highlights other factors facilitating students learning in a positive manner such as; mutual respect and care, all of which stem from conveying to pupils that the teacher understands, shares, and values their feelings as individuals on a whole range of matters and experiences, academic, social and personal. Such a climate fosters learning and motivation among students and enhances their attitudes towards the learning process. However, most cited research works about teachers' interpersonal behaviour have been conducted in developed countries where learning environment and learning resources are more advance than the Tanzanian context. Therefore, while the findings of this study adds to both knowledge and existing literatures my focus in this study among other things is to investigate the effects of teacher's interpersonal behaviour as an additional element to approaches the teacher uses and how it affects student's perceptions towards history as a school subject in the classroom.

Empirical research in the discipline of history education concerning student's perceptions and attitude reveal that teacher's pedagogical or professional qualities play a great role in shaping student's perceptions towards subjects. In justifying this argument, Ndalichako and Komba (2014) conducted a study to ascertain reasons, which make students make subject choices in Tanzanian secondary schools. The findings revealed that teachers together with the learning environment play an essential role towards students' liking and disliking of the subject. Students mentioned teachers' personal qualities such as punctuality, friendliness, hardworking and effectiveness in teaching as some of the factors that make them like the subjects. Moreover, the findings show that teachers who were not approachable non-committed to their work eroded the

motivation of students to pursue their subjects. For example, one of the respondents in the focus group had this to say:

I like history because the teacher teaches well and does not miss lessons. When we were in Form III we finished all the topics and started some of Form IV topics. The teacher provides also sufficient exercises, which make us understand the subject well and after marking the teacher makes corrections in the areas that most of us could not give correct answers (Ndalichako & Komba, 2014 pp 52).

Therefore, my study among other things, investigates teachers' personal qualities in influencing meaningful learning or hampering students' likes and dislikes of history subject.

2.6 The Language of Instructions

The language of instruction in Tanzanian schools is a topic that has received an exhaustive debate for the past 50 years. The question whether Kiswahili or English should be the language of instruction from primary to tertiary education remains an unanswered riddle in Tanzanian schools. Despite the reasons from each side of the debate, both languages continue being used as tools of instructions in Tanzanian schools at different levels. From secondary to tertiary education, (both public and private) English is mandatory. On the other hand, Norwegian schools maintain their mother tongue language as an instructional tool from primary to tertiary education. Considering the setting of my study, I reviewed several related studies to see the role played by languages of instructions in Norwegian and Tanzanian secondary schools and how the language of instruction influence students' perceptions, and meaningful learning. It is worth mentioning here that my intention is not to justify whether students learn better in their mother tongue or any other languages, but to see to what extent the language of instruction influences and engage students in the learning process.

The reviewed literatures show that students learn better, when they are taught in the language they are much fluent at and locally connected (Harrison, 2013:215; Ramoupi, 2014). That is to say students taught in languages that they are not fluent at, limit their ability to comprehend and express themselves in the classrooms, beyond the classroom or when attempting their examinations (Brock-Utne, 2000; Vavrus & Bartlett, 2013; Harrison, 2013; Melligen, 2014;

Ndalichako & Komba 2014). In their findings, Ndalichako and Komba highlight that one among the factors that lead students to like or dislike the subject in Tanzanian context was the use of English language as the medium of instruction in secondary schools. In their study, it was revealed that English was not the only source of students' dislike of subjects but played a major contribution to massive failures in examinations (Ndalichako and Komba, 2014).

Likewise, language barriers as a tool of instruction in schools find expressions in the writing by Harrison (2013:215) who argue that history is local and needs to be studied locally (in the language that produces it) and to do otherwise is to disempower those children who do not abide by an epistemology that produces knowledge as disembodied and placeless.

Since history knowledge connects students to their ancestors in terms of identity, morals, norms and values, it needs to be contextualized and learnt in the language that bond them to their culture and societal collective memory. A recent research work in South Africa on the need learners to be taught in the languages they are fluent reveal that, teachers themselves do not have sufficient English knowledge and skills (Ramoupi, 2014). As a result, code mixing or code switching dominates most classrooms. For that matter, history and other school subjects need to be taught in the language that students feel secure and fluent to learn through as it is to the majority of Norwegian schools.

3 The Research Methodology

In this chapter, I discuss the research framework I adopted to answer the following research questions:

- iv. What perceptions do secondary school students in Norway and Tanzania have towards history as a subject?*
- v. Do teaching methods and learning styles influence students' perceptions towards history as a school subject?*
- vi. What views concerning teaching methods exist among history teachers, and are these views reflected in their teaching practices?*

In this chapter, I first discuss factors that influence a researcher to select the design and methods that suit the research questions. This is followed by a discussion of the research paradigm guiding the study, the research approach and the methods for data collections. Towards the end of the chapter, I discuss issues of validity and reliability regarding my research and finally the chapter concludes by a discussion on how ethics and the entire practice of research in this study were addressed.

3.1 Determinants of Research Methods and Methodology

The question of how to choose a methodology and a method for a research endeavour is central and challenging to any educational and social researcher. In order to make a rigorous research work, the research methodology and methods have to be selected based on various factors, ranging from a research question to a researcher's philosophical assumptions, worldview and practical experience. Methodology entails theoretical positions and perspectives that involves thinking through methods, data collection strategies, analysis techniques and the interpretation and presentation of the findings (Mayan, 2007). Creswell (2007) pinpoints that researchers need to begin a study with assumptions, worldview and a possible theoretical lens that guide the study. This is well reflected in Cohen, Manion and Morrison (2007) who contend that when doing

research, ontological assumptions give rise to epistemological assumption, which in turn, give rise to methodological assumptions; of which in turn opens the way for instrumentation and data collection considerations.

In this light, the selection of my research methodology in this study is mainly a reflection of my research topic, the research questions, the purpose of the study and the contexts in which my study is conducted, for instance, a kind of participants involved in the study.

3.2 Mixed Methods Research Approach

Bryman (2012: 628) defines mixed methods research as one that integrates quantitative and qualitative research within a single project. Further, Bryman argue that mixed methods should be understood as one that combines research methods that cross the two research strategies. In respect to this study, I employed mixed methods with a priority on qualitative before quantitative methods to investigate the parallels and differences in students' perceptions of history as a school subject as well as teaching methods used by teachers in history classes in Norway and Tanzanian secondary schools.

3.2.1 The rationale for using mixed methods research

As noted earlier, the essence of integrating quantitative and qualitative inquiry in a single study is geared towards developing rich insights into a phenomenon that could not be understood using only qualitative or quantitative methods. However, the use of mixed methods research in this study is influenced by the research question, purpose and the context in which this study was conducted. This is in line with Venkatesh et al (2013) who substantiate that the decision to conduct mixed methods research should centre on three basic factors such as the research question, the purpose of the study and the context of the study.

In respect to my study, the purpose of the study is to compare practices between two different countries (Norway and Tanzania). Again, the research questions and the participants involved in the study have different backgrounds in terms of culture, educational system and social orientations. This necessitates the use of both quantitative and qualitative approaches.

The quantitative inquiry became helpful to explain (relations between variables) whether teaching methods have any influence on students' perception towards history as a school subject. In addition, qualitative research inquiry made it possible to study the phenomenon at hand in detail. This sheds light to my understanding of how participants in these two countries perceive and view history as both a school subject and life experiences out of school. Generally, mixed methods research in this study became an ideal approach because it enhanced the following purposes,

i. Triangulation purpose.

Triangulation exercise was applied when focus group interviews and classroom observations were used to provide additional information on questionnaires administered to students and teachers. The use of mixed methods meant to check whether the qualitative and quantitative findings corroborate together or not, hence, integrity of the findings.

ii. Offset weakness and draw strength.

Another motive for using mixed methods research based on the idea that the combination of quantitative and qualitative methods allows the researcher to offset their weaknesses and to draw on the strengths of both (Bryman, 2012: 633). This is to say, where quantitative methods failed to generate enough or desired information on a particular variable, information was complemented from qualitative methods and vice versa.

iii. To expose similarities and differences.

Moreover, as Van de Vijver and Chasiotis (2010) cited in Miller (2012) contend mixed methods research exposes similarities and differences of constructs in a social world. This is consistent with the research purpose of my study.

3.3 Research Design of the Study

As global human interaction increases the pursuit to find human similarities and differences in the presence of particularism becomes high (Hantrais, 1999). This is central to comparative

research design, which entails studying two contrasting cases using identical methods. As Bryman (2012) clarifies, a comparative design aims at seeking explanations for similarities and differences to gain greater awareness and deeper understanding of social reality in different (national) contexts. In other words, comparative research design entails an approach in which two or multiple cases are explicitly contrasted to each other with regard to a specific phenomenon or along a certain dimension in order to explore parallels and differences among the cases (Azarian, 2011; Miller, 2012).

Along the same line, this study employed a comparative research design using a multiple- case study approach. In order to understand students' perceptions, the study also focused on whether the teaching methods and teaching - learning materials can influence the students' dislikes and likes of school subjects.

The main argument in favour of multiple case studies is that it improves theory building. However, in my study I intended to use multiple case approaches not to test any articulated academic theory but rather to confirm a hypothesis of whether teachers' ways of teaching history influence students' perceptions. In that view, my study is guided by propositions that enables me to understand the interrelationship between students' perceptions and the teaching and learning of history in secondary schools (Norway and Tanzania) through multiple cases. This is in line with what other empirical studies have documented. Yin (2014:57) put clearly, by comparing two or more cases; the researcher is in a better position to generate a more compelling and robust study findings.

3.3.1 The rationale for adopting comparative research design to multiple cases approach

Comparison is a mode of scientific analysis that sets out to investigate systematically two or more entities with respect to their similarities and differences in order to arrive at understanding, explanation and further conclusions (Kocka, 1996: 197-8 cited in Azarian, 2011). In that thinking, Kocka maintain that it is important for a comparative study to be clear and reflexive in such a way that the reasons for comparison is made and in what respect and with what aim should be clearly justified. In that view, my master thesis uses a comparative design with

multiple but different cases (differences in terms of geography, culture, education system) approach to compare educational practices in Norway and Tanzania. Therefore, the selection of comparative research design in this study was guided by the following reasons as reflected in my research questions:

i. Spotting particularity.

The research question number one for my study is ***what perceptions do secondary school students in Norway and Tanzania have towards history as a subject?*** This question is designed to study students' views and opinions on history as both a school subject and experiences out of school. The views, and perceptions and why the perceptions produced by students teachers and enabled me spot and understand the points of particularity in each country. Likewise, information generated through the other two research questions shed light to my understanding on the position and particularity of history subject in the school curriculum of the countries under study. This is in line with the argument by Azarian (2011) who posits that comparative studies enable us take into consideration social actions and events belonging to others' contexts. This deepens our understanding to those things we often take for granted because of our own practices and experiences. Further, it broadens our sight by widening our horizon and seeing things in different perspectives.

ii. Discovering convergence and deviations.

The research question number two for my study is ***do teaching methods and learning styles influence students' perceptions towards history as a school subject?*** This question sought to capture the pedagogical practices in terms of similarities and differences and how students learn history in Norwegian and Tanzanian schools. As Azarian documents, given the fact that no social phenomenon or process and practices recurs in the same form, this kind of study (comparison) enables researchers make sense of the observed variations and capture the basis of both similarities and differences.

iii. Revealing interrelations.

Researchers in comparative studies argue that comparative approach should not stop at mere description of differences and similarities and development of typologies. Rather they can and should establish insights about the causal relations responsible for the observed similarities and differences (May, 1999 cited in Azarian, 2011). In that respect, through comparing educational practices, my study focuses at investigating the relationship between variables or trends. This is to find out whether perceptions (negative or positive) held by students in both countries are influenced either by teaching and learning methods or by any other factors.

3.4 Population and Setting of the Study

The target population for this study was composed of teachers and students in Tanzanian and Norwegian secondary schools as key participants of the study. Teachers in this study provided information pertaining to their experiences as history teachers, teaching and learning methods as well their students' perception of history. Students provided information on matters pertaining to their opinions, the likes and dislikes on history as a subject as well as participation in history classroom lessons.

3.4.1 Selection of schools

Generally, the selection criteria of cases in this study is rooted in what Yin (2012) termed as the practical constraint for researchers opting for case study designs. That is, a small number of cases to be studied because on one hand, I wanted to study the topic extensively, but on the other hand, I wanted to compare variables. Further, the selection of schools, which make cases for this study, based on various criteria. Firstly, the selected school sought to offer lower secondary education (for Norwegian schools) and ordinary level secondary education forms one and two (For Tanzanian schools). The schools selected were those implementing the national curricular given by the national education authorities. Moreover, history in those schools sought to be taught either as an independent subject or as an integrated subject (part of social science). Overall, history ought to be taught as one of the core subject in the school curriculum. Moreover,

schools (cases) were selected based on accessibility. Schools selected in this study were those easily reachable by the researcher to make the process of data collection easy and efficient by allowing intensive and prolonged engagement and observation during fieldwork.

3.4.2 Selection of participants in the study

I focused on students aged between 13-16 years. This group consists of lower secondary school students in Norway and forms one and two students in Tanzania respectively. Both probability and purposive sampling were employed to select students and teachers to participate in the study respectively. By purposive sampling, a researcher has an assurance that the participants have the information the research questions target to achieve. Probability sampling on the other hand entails the procedures where the researcher selects participants randomly. Drawing on Tashakkori and Teddlie (2003) the mixed methods studies frequently require mixed sampling procedures so as to increase inference quality (internal validity and trustworthiness) and generalizability/ transferability. In that view, both probabilistic and purposive sampling procedures are needed. Similarly, (Hay, 2010) asserts that purposive sampling is useful when the selection of respondents is conducted according to some common characteristics. Moreover, (Creswell, 2007) argue that with purposeful sampling, the researcher selects individuals and sites for the study because they can purposefully inform an understanding of the research problem and central phenomenon in the study.

However, neither purposive nor probability sampling techniques are the sole domain of either research tradition (Creswell, 2007). Thus, any study whether single or mixed can use any variety of sampling techniques or can blend probability and purposive techniques to answer the research question under study. In my study, I recruited students to participate filling in the questionnaire by using simple random probability sampling where every individual in the class had an equal chance to participate. After the questionnaire was administered, a few students were selected purposively to participate in the focus group interviews.

The selection of students to participate in focus group interviews based on two main criteria: First, their previous history score in the previous semester/term examination. Secondly, students who were ready and willing to participate in the focus group interviews. Based on the

examination scores, three categories of participants were recruited. First, the ones who had scored between A and B grades (high scores), second those who had scored C grade (Average scores), third, those who had scored D and below grades (weak scores). The essence of this selection was to see whether the liking and disliking of history subject was partly related to examination scores or any other factors. However, given the assessment criteria and practices in Norwegian schools, this criterion was not used because they use different ways of assessment and grading.

The teachers who participated in this study were selected purposively. The ones teaching history subject in grade 9 or 10 in Norwegian lower secondary schools and those teaching forms one and two in Tanzanian ordinary schools were selected by using purposive sampling to participate in filling the questionnaire and classroom observations part of the study.

3.5 Sample of the Study

The sample size of this study was 110 participants, including teachers and students. Four (4) secondary schools were selected: two (2) in Norway and two (2) in Tanzania. Further, a total number of 10 history teachers (5 in Norway and 5 in Tanzania) were requested to fill in the questionnaires and take part in the observation sessions during history lessons. One hundred (100) students (50 in Norway and 50 in Tanzania) were requested to fill in the questionnaire and among these 100 students, 44 were purposely selected to participate in focus group interviews. A total number of 10 focus group interviews were conducted in Norwegian and Tanzanian schools.

3.6 Data Collection Methods

Since there is no single sufficient instrument in data collection, the study employed different techniques to establish accuracy of the collected data and trustworthy for the study findings. I used focus group interview, observation and questionnaires as key data collection tools.

3.6.1 Focus group interview

This is a data collection instrument that facilitates an interaction among people with similar backgrounds to talk about their attitudes and experiences of a phenomenon (Bryman, 2004 cited in Mkumbo, 2008). Moreover, focus group interview is useful in facilitating people to explore and clarify their views and attitudes in ways that would not easily be achieved in a one to one interview. Bryman (2012: 501) further clarifies that researchers using focus group are explicitly concerned to reveal how the group participants view the issues of, which they are confronted. The focus group method is on the interaction within the group members and not on one individual. Arguing along the same line, Barbour and Kitzinger (1999:5) assert that the method is particularly useful in exploring people's experiences, opinions, wishes and concerns. Moreover, it allows participants generate their own questions, frames and concepts and to pursue their own priorities on their own terms and in their own vocabularies.

The rationale for focus group interviews is that, it is suitable for studies concerned with attitudes, experiences and opinions on specific topics. Regarding this study, I employed focus group as a method to generate information pertaining to students' opinions, feelings, the likes and dislikes towards history as a school subject (See Appendix 1). In that way, focus group interviews in the study were conducted to compliment information from questionnaire. It provided an opportunity for crosschecking the trustworthiness of information collected from questionnaires. Moreover, it provided an opportunity to grasp a deeper understanding of the phenomenon.

3.6.2 Observations

Observing in a particular setting is a special skill that requires addressing issues such as impression management, the potential deception of people being interviewed and the potential marginality of the researcher in a strange setting (Hammersley & Atkinson, 1995 in Creswell, 2007). Leedy (2001) asserts that in qualitative studies observation becomes a central tool in gathering information from the natural setting. It is made through field notes, or video notes that enhances capturing a variety of ways through which participants act and interact. Considering the purpose of this study, I used participatory observation as one of the data collection tools to

complement information collected by questionnaires and focus group interviews from respondents (See Appendix 2).

As Hay (2010) claims the rationale of observation is to gather additional descriptive information before, during or after other more structured forms of data collection. I managed to observe student-teacher interaction, student-student interaction, and student-content /material interaction during the process of teaching and learning. Observation in the classroom were conducted on two levels: observation of student's readiness and participation in the learning of history as enhanced by a teacher and observation of teachers' application of variety of teaching-learning methods aimed at an open minded kind of learning. On both levels, the focus was to see whether teaching approaches (methods) in history lessons influence students' perceptions and engagements in the subject. All information collected through observation were recorded in field notes.

3.6.3 Questionnaire

The administration of questionnaires during data collection is considered an easy task. However, the construction of such questions calls for a more focused mind on the topic. For the purpose of this study, questionnaires were administered to students and teachers. Students questionnaire (Appendix 3) was divided into three sections; part A covered participants' particulars, section B was on their perceptions, views and opinions of history, section C covered their involvement and participation in the classroom activities during history lessons. The questionnaires for students were administered to seek out their views, opinions, the likes and dislikes of history as a school subject. The questionnaires were also administered to students to tap information on whether teaching methods and presentations of historical information during lessons influence their perception towards history subject.

The questionnaire for teachers (See Appendix 4) was divided mainly into three sections. Section A covered participant' personal particular information, section B disclosed participants' background information in the teaching profession, students' perceptions and attitudes on history subject. Section C was mainly to disclose teachers' history teaching experiences, workload, and teaching methods they use in history lessons. The questionnaire to teachers aimed at their history

pedagogy practices in relation to students' perceptions. Questionnaires were also used to find out teachers' views on students' perceptions towards history.

3.7 Validation of Research Instruments

For the establishment of trustworthiness of the study, I conducted a pre-test for clarity and credibility of questions. In addition to discussions with my supervisors and fellow students pursuing Master of Social Sciences (education) at Bergen University College, I also conducted some discussion with key participants' representatives: Teachers and students to validate the research instruments. After pre-testing, the necessary refinements were made. For instance, some invalid, ambiguous and words connoting negativity were deleted to make the research tools precise and clear before fieldwork.

Focus group interviews to students were conducted in Norwegian (For Norwegian schools) and Kiswahili (for Tanzanian schools) for better and easier expression of the participants. Given the language constraint (Harding, 1996) for example, suggests to researchers attempt to limit language barriers by doing tactical sampling. On the other hand, Lawrence (1988 cited in Hay, 2010) insists that it is important the researcher conduct interviews in the language of the respondents even if the researchers are not fluent in that language. For that matter, I sought help from a bilingual interviewer to assist me with regard to conducting focus group interviews and explaining the purpose of the study in Norwegian schools.

3.8 Validation in Mixed Methods Research

Validation is a corner stone of research in social sciences and it is a symbol of research quality and rigor (Cook and Campbell, 1979; Shadish et al.2002 cited in Venkatish, Brown & Bala, 2013). Both quantitative and qualitative research approaches have their own ways of validating data, analysis and reporting information. For example, researchers pinpoint reliability and validity of measures as typical quantitative constructs dealing with validation of data in quantitative research (Venkatish et al. 2013. That is to say, a measure is considered reliable if it yields the same results repeatedly over time.

Creswell and Plano Clark (2011) highlight that the very act of combining qualitative and quantitative approaches raises additional potential validity issues. In order to establish validity and reliability in a mixed method research, researchers need to ask the following questions; how should validity be conceptualized in mixed methods research? When and how to discuss and report validity for quantitative and qualitative strands of mixed methods research? Should researchers follow the traditional validity guidelines and expectations in mixed methods research? How to minimize potential threats to the validity related to data collection and analysis in mixed method research?

As a response, Tashakkori and Teddlie (2003) argue that with so many types of validity in quantitative and qualitative research, validity has lost the intended connotation; instead, they suggested the term *inference quality* to refer to validity and *data quality* to refer to reliability in the context of mixed methods research. Inference quality refers to the accuracy of inductively and deductively derived conclusions in a study. Likewise, data quality refers to the degree to which collected data (results of measurements or observation) meet the standards of quality to be considered valid (trustworthiness) and reliable (dependable). Tashakkori and Teddlie (2003, 2009) further suggest that inference quality consists of design quality (whether a mixed methods study adheres to commonly accepted best practices) and interpretive rigor (standards for evaluation of accuracy or authenticity of the conclusion). Consistent with Tashakkori and Teddlie, in this study I used inference quality and data quality in the process of validation of research findings in my study. Since this study used mixed methods research approach, the quantitative data (through questionnaire) were collected concurrently with the qualitative data (through focus group interviews, non-participant observation).

3.9 Data Analysis

Information obtained from data collection tools were analysed both qualitatively and quantitatively. Verbatim information obtained from focus group interviews and observations were analysed qualitatively. Most data collected were expressive in nature and therefore they were sorted and grouped into themes and units. Thereafter, data were, deduced and discussed in accordance to the study's research questions for meaningful presentation and interpretations.

Generally, data analysis of qualitative information involved *inductive, thematic and content analysis*.

3.9.1 Inductive and thematic analysis

With inductive analysis, the researcher intends to come out with findings that emerge from frequent, dominant or significant themes inherent in raw data, without the restraint imposed by structured methodologies (Bryman (2012: 579) exemplifies further that themes and subthemes are the product of a thorough reading and re-reading of the transcripts and field notes that make up the data. For that matter, I sorted out themes and subthemes by looking for repetitions (looking at recurring topics), similarities and differences and linguistic connectors such as *because, since* –these connectors normally point to causal connections in the mind of the participants (Ryan & Bernard, 2003 cited in Bryman, 2012: 580).

3.9.2 Quantitative analysis

Close-ended questionnaires data were coded and analysed using quantitative analysis. The percentages and frequencies, mainly descriptive, were processed using the Statistical Package for Social Science (SPSS) and were systematically analysed and presented into tables and charts to fit the research questions and purpose of the study.

3.10 Ethical Considerations

The ethical approval was obtained from the faculty of teacher education, Bergen University College (BUC) was used to request permission to conduct research in Norwegian schools. The University of Dar es Salaam (UDSM) provided the research clearance in Tanzania. The ethical approval and clearance from UDSM were used to request permission to conduct research in Tanzanian schools. Participants in this research participated voluntarily. Individuals were informed of the purpose of the research and how information is going to be collected from them. Participants were assured of confidentiality and anonymity. Again, in order to ensure protection of individuals' anonymity, consent forms were drawn up and signed by all respondents.

3.11 Researcher's Role and Reflections in the Study

The fact that I conducted a comparative study to investigate students' perception meanwhile exploring the teaching and learning process in Norwegian and Tanzanian schools, poses language challenges. For example, employing classroom observation in Norwegian schools, I attempted to understand my participants in a natural setting in which we are differently situated in terms of social structure, culture and language. Again, the fact that Norwegian is the language of instruction in secondary schools, poses an additional challenge to me to understand what takes place in history classes. However, the focus in classroom observations was to see the interaction between teachers and students and how students participated in the learning process. I was further interested to find out how teachers make use of variety of teaching approaches to enhance learning. In that way, I found language barriers having very little to do with what I intended to construct from both teachers and students. One may doubt how was language not a hindrance to me as a researcher and the validity of information collected in Norwegian schools. In respect to classroom observations, my focus was to see how the teacher sequenced and organized the lesson, how the teacher interacted with students both as an individual and as a group, how students interacted one another and how they interacted with the content. In that way, I needed not to be familiar first with the language of instruction. However, through follow-ups, the teacher could explain to me what students were saying in during the lessons. Moreover, the issue of language barrier was accommodated when information in the classroom observations was supplemented in focus group interviews where I had a translator.

My role and status in the course of data creations remains that of an observer as a participant. Opting for a sociological viewpoint, Warren (1998) cited in Mertens (2010) maintains that in some cases the role of a researcher is assigned by participants in what they see the proper place of the researcher in a social context. However, my background as a Tanzanian in Norwegian schools and culture might in one way or another influenced the way data were created and constructed in this context. This is to say, the relationship with the participants and the gatekeepers in any social science research have great influences on the conduct and results of the study. Therefore, my role as a researcher in this study remained to be that of a professional

person with a distinctive genuine purpose of maximizing the understanding gained from each participant interviewed or situation observed for quality inferences of data. As a researcher, I treated all participants in the study as people from whom I sincerely wanted to know and learn. That is why in all schools (settings) where I conducted this study, I had to orient myself to the school culture and create rapport to my participants before embarking on the fieldwork. Moreover, staying in one of the Norwegian schools for three weeks as a practice teacher where I taught history subject to some students who later became participants in this study helped a lot in building rapport to teachers and students. More importantly to the trustworthiness of the information-data created.

3.12 Limitations of the Study

Given the purpose, sample and topic of the study, my observation is that this study could have yielded more findings that are interesting if it had involved a larger sample and many cases (schools). This would have helped to enrich the findings and enable readers to understand a broad picture of students' perceptions in Norway and Tanzania. Another limitation to this study is my inability to understand what the Norwegian teachers and students were saying during lessons. This poses a challenge in two ways. Firstly, it limits my interpretations of Norwegian students' perceptions on history as a school subject. Secondly, much of the literature in Norwegian schools is written in Norwegian. This also limited my access to some information during literature review and analysis of the findings. Further, Norwegians and Tanzanian schools are very different in terms of culture, language and education system, therefore comparing two countries on a topical issue of students' perceptions towards history could signify comparing the incompatible. However, with this study finding, there emerged some patterns to show particularity of each country in respect to history pedagogy practices. This is a lesson to educators and teachers in history education in both countries (learning from each other's practices).

4 Students' Perceptions towards History School Subject in Norway and Tanzania

This chapter presents analyses and interprets findings of the study on student's perceptions towards history as a school subject: A comparative study in Norwegian and Tanzanian schools. Throughout this chapter, presentation, analysis, discussion and interpretation of the findings are organised in relation to research purpose and research question number one of this study.

4.1 Students' Perceptions towards History as a School Subject

The first research question for my master thesis sought to investigate and compare students' perceptions towards history as a school subject. Findings from both Norwegian and Tanzanian schools, where this research was conducted indicate that students' views and opinions towards history are relatively different in these countries. Data from Tanzanian secondary schools revealed that many students displayed negative perceptions towards history. This was mainly ascribed to factors such as poor teaching, students' learning styles and irrelevance of the subject. The majority of their counterparts in Norwegian schools, however, had positive perceptions towards history as a school subject. Findings from Norwegian schools indicate that many students displayed positive perception towards history because the subject is relevant, engaging teaching approaches and conducive learning environment. As a result, many students ranked it as their first and second favorite subject

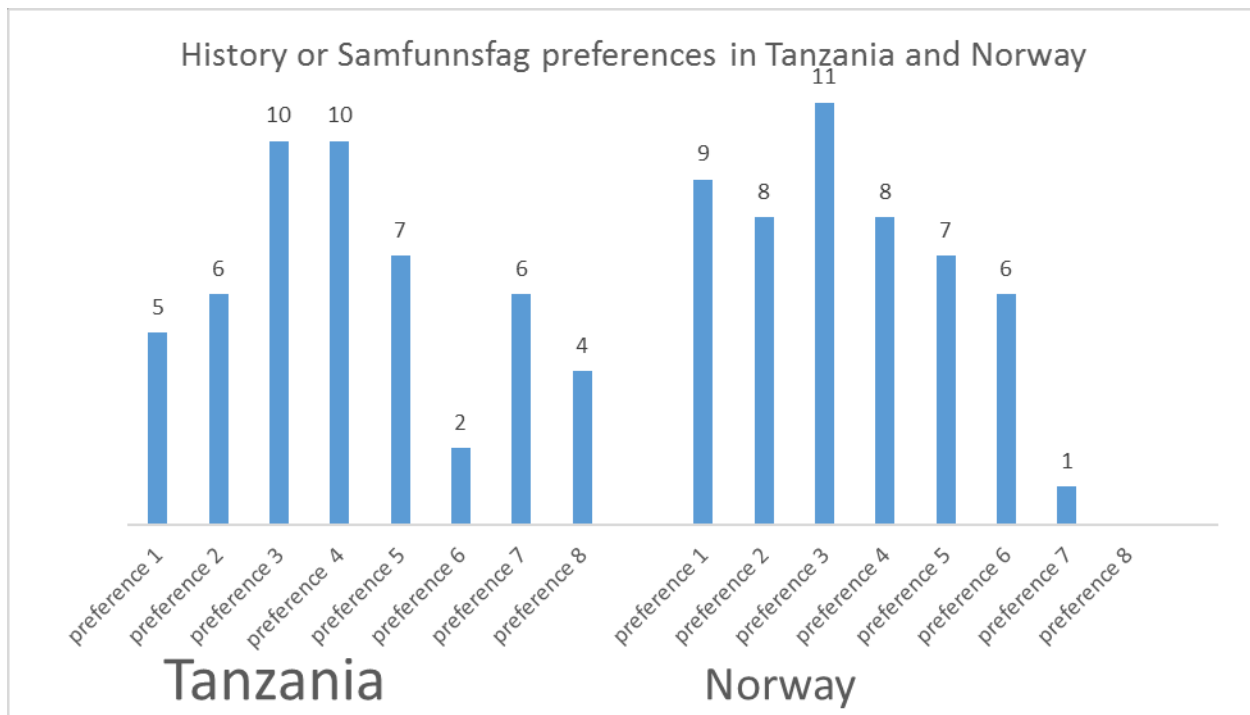


Figure 1: Students’ rank of history (Samfunnsfag) subject preferences in Tanzanian and Norwegian schools.

The study findings from the questionnaire indicate that among 100 students who participated in this study, only 14% ranked history as their first favorite subject. The majority ranked it as their third and fourth favourite subject, 21% and 18% respectively. Tanzanian students showed markedly less interest in history compared to their Norwegian counterparts. As figure 1 shows, the number of students in Tanzanian schools who ranked history as their first, second and third preference were 5, 6 and 10 respectively. Whereas 9, 8 and 11 students ranked samfunnsfag as their first, second and third preference in Norwegian.

In studying students’ school subject preferences, I compared history and mathematics because the two subjects are considered to form the base for social sciences and natural sciences respectively. Moreover, when studying students’ perceptions towards subjects from a Tanzanian context, mathematics and history have the lowest scores. For example, history has recorded the lowest pass rate in form four national examinations for three consecutive years, 2011, 2012 and

2013. In these three years, students passed at the rate of 24.4% 28.3% and 32.3% respectively. The students' overall performance in mathematics was even lower 14.6%, 11.3% and 17.8% respectively (URT, 2014). The table below illustrates students' preferences towards mathematics as a school subject in Norway and Tanzania.

Table1: Students rank of mathematics subject preferences in Norwegian and Tanzanian secondary schools

Mathematics Preferences	Frequency of respondents (N)	
	Tanzania	Norway
First preference	8	5
Second preference	6	11
Third preference	6	6
Fourth preference	4	7
Fifth preference	6	1
Sixth preference	2	10
Seventh preference	9	10
Eighth preference	9	-
Total	50	50

Despite low scores in the national examinations, 8 students rated mathematics as their preference number one, and 6 students rated it as their second and third choice in Tanzanian selected schools. On the contrary, in Norwegian schools, 5 students rated mathematics as their favorite subject, 11 as the second favorite subject and 6 students rated it as the third preference.

Findings in mathematics and history preferences in Tanzanian schools give an implication that despite the fact that students are performing poorly in mathematics compared to history, they still prefer studying mathematics to history. This implies that, albeit mathematics performance is the worst, still it attracts more students than history. However, the case in Norwegian schools indicates that students prefer to study history as their first choice ranking it higher than mathematics (see table 1). In both Norwegian and Tanzania schools, the questionnaire findings are supplemented by data from focus group interviews. Responding to a question, which asked students to reflect on the relevance of history in their contemporary lives, a group of Tanzanian students had the following to express:

I strongly agree that history is no longer relevant to my day-to-day living. History remains to be the subject, which presents information that has nothing to do with my life currently. Sincerely speaking, I doubt if we still need to be taught about how man discovered fire by scratching woods. Again, do we need to know about the late Stone Age, middle Stone Age? For what? Look... that knowledge is no longer important (Focus Group interview #1 pp 4, Tanzania, 22nd, July 2015)

Similarly, another participant had the same feelings and thoughts, put the blame on the government:

I see history as irrelevant because the government has put much effort to promote science subjects and ignoring social science subjects (history). In that sense, many students dislike history as a result they decide to study science subjects. It could be wise for the government to treat both social science (history) and natural science subjects equally by providing the required material and financial support. This at least could boost students' morale to study history and other social science subjects (Focus group interview #3 pp5, Tanzania, 29th, July 2015).

Focus group interviews also revealed that students displayed negative perception towards history because the subject has a lot of information to learn and memorize.

Not that I hate history because it is not important in my life, but because it has a lot of information that needs to be copied and memorized. This makes history a subject for rote learners only (those good at memorizing) not for me (Focus group interview #3 pp 4, Tanzania, 29th, July 2015).

From the excerpts above, findings from Tanzanian schools revealed that students hold a negative perception towards history mainly because; it is irrelevant, boring and poorly funded. The excerpts above share much of the views presented by students from other focus group interviews as well.

On the other hand, despite the fact that many Norwegian students preferred history, findings from focus group interviews revealed that students from Norwegian schools consider only some

historical topics relevant. For example, knowledge about contemporary national and traditions are highly valued:

Yes, it is relevant for me for instance when it comes to Constitution Day and related traditions. However, I am not sure whether it affects me throughout the week in my everyday life (Focus group interview #5 pp 6, Norway, 21st, April 2016).

Another student also said:

I do not really think about history in my everyday life. I think of it as a school subject, where I have to know stuff and learn things to get on (Focus group interview #5 pp 6, Norway, 21st, April 2016).

It was also evident from the Norwegian informants that knowledge about the past is not something students would appreciate as relevant and important in their everyday living. However, some students acknowledged that history knowledge could enable them to see things from different perspectives:

I do not really think it affects me so much, perhaps the way I think about things, the way I see society, or think about things that have happened. Yes, I suppose it can affect how I perceive things (Focus group interview #4 pp 7, Norway, 21st, April 2016).

The findings from both questionnaire and focus group interviews imply that despite the fact that history remain an important school subject in Norway and Tanzania, it is not the popular subject students would prefer to study. The data suggest that students' negative perceptions towards history (as mainly displayed by students in Tanzania) can be attributed to the following factors; firstly, the way history is taught does not enable students to learn it in what is consider meaningful. Secondly, students consider history as less relevant because they do not meet it (find it) beyond the classroom. Thirdly, pressure by significant others, for example,—the push from the government which prioritize science subjects—more than history and other social science subjects discourages and demoralizes students in studying history because it is considered to be less important. On the contrary, Norwegian students showed a slightly more positive perception

towards history (compared to their counterparts) partly because of one main factors; students find history knowledge (some topics) being relevant in their day to day living, particularly on matters related to traditional and national history.

The study findings are in some ways similar to what Cannadine *et al* (2011) report about English students views on history. Cannadine *et al* report that pupils' hated history and the entire process of learning and worse still, they dropped the subject whenever they had a chance to do so. The reason for this, according to Cannadine is that history had a lot of information the students needed to learn, and the students regarded this information of little relevance to their day-to-day living. Cannadine clarifies further that students developed negative perception towards history because of the memorization tendencies, which had dominated history classrooms by then.

For the minority who took School Certificate, they are immersed in an effort to memorize sufficient actual information about a very small part of history to enable them to pass the examination. The tragedy of this situation is that they receive the false idea that history is nothing more than a confusing and indigestible mass of facts, dates, causes, and results just when they have reached the stage of development at which they can begin to perceive its real importance (Cannadine et al, 2011:100).

Likewise, Osborne (2003) also claims educators in Canada report about history classes as being uninspiring to students. This situation generates anxiety and unease to the public (Osborne, 2003; Clark, 2008 cited in Harrison, 2013). In another study, Nor Azan & Wong (2008) investigated problems in history teaching and learning by using computer games. Findings of the study disclosed that students viewed history as dead and unengaging. Students' views were reflection of the society, which viewed history as a subject with no commercial value. It was further disclosed that students viewed history as a difficult and boring subject, as it demanded the students to memorize all the facts in the textbooks instead of teaching them to understand concepts, chronology and historical events. These views in return affected students' learning and their understanding of history.

Overall, when you look at these findings and the supporting literature one may argue that, students' perceptions towards history, as a school subject is a phenomenon that can be explained by using both individual and collective perspectives. Students form their perceptions based on personal judgment and the socio-cultural context and practices upon which knowledge about the past is created. For example, teaching and learning approaches (this will be explained in detail later in the chapter), relevance of the subject matter to their daily living and the contribution of history knowledge to understanding the world at large.

Further, when you analyse critically why history is taught in Tanzanian and Norwegian secondary schools, the findings disclose that, many history competencies as outlined in the curriculum are well implemented. This is because student's knowledge in interpreting the past and relate them to their contemporary lives and the future is well reflected from learners. This implies that students' knowledge about history subject matter becomes high on matters related to their identity, traditional and national history. However, I argue that this kind of historical awareness (consciousness) is that which Thorp (2014:22) calls the *traditional one-rudimentary* implying that, a student can claim that history is important and therefore relevant because she or he was told so by parents, relatives, history teacher or by a friend. This is the same as to say, students can develop historical consciousness unconsciously since they (students) may know their origin as human beings and their identity simply by being told so by parents or friends, not necessarily a result of history learning in classrooms.

4.1.2 Social sciences versus natural sciences comparison

Again, students' perceptions towards history as a school subject in Norwegian and Tanzanian schools can also be understood in terms of history its relation to mathematics. The debate between social sciences on one end of the continuum and natural sciences on the other hand is a global phenomenon as far as students' school subject specializations and career choices are concerned (see Mjege, 2013; Ndalichako & Komba, 2014). In this study, I asked students to give out their perceptions by differentiating history from mathematics. The table below summarizes their responses.

Table 2: Students' views towards history and mathematics in Norwegian and Tanzanian secondary schools

Statements	Frequencies							
	Norway				Tanzania			
	SD	D	A	SA	SD	D	A	SA
History is easier than mathematics	3	14	14	19	6	11	10	23
History is more boring than mathematics	20	21	6	3	24	14	9	3
History involves more memorization than mathematics	3	14	23	10	21	22	5	2
History is for weak students while maths are for intelligent ones	14	24	9	3	32	12	5	1
I need less efforts to pass history than mathematics	8	17	19	6	25	17	5	3
History has a wider chance for job market than maths	10	36	2	2	19	24	1	6
History teachers are much better paid than mathematics teachers	7	32	10	1	19	25	3	3
History teachers are more respected than mathematics teachers	8	31	6	5	20	21	9	0

Key: SD= strongly disagree, D= Disagree, A= Agree, SA= strongly agree.

Findings from Table 2 (students' questionnaire) from Norwegian and Tanzanian schools show that 42 (42%) students strongly agreed that history is easier to learn than mathematics, 24 agree, 25 disagreed while 9 students strongly refuted the statement. On the contrary, 79 students opposed that history is more boring to learn than mathematics and 82 students negated the statement that history is for weak students as mathematics is for intelligent ones. Moreover, when students were asked about their views on the applicability of history versus mathematical knowledge beyond schools, it was evident that only 11 out of 100 students approved that history has wider chances for jobs than mathematics. In the same way, only 20 out of 100 agreed that history teachers are better paid than mathematics teachers. Thus, findings from students' questionnaire disclose that students in Norway and Tanzania consider history as easier to learn than mathematics, and it is not the domain for non- intelligent students. However, beyond the classroom or school context, students in both countries admit that history knowledge has less impact in real life contexts because history teachers are less paid and history as a discipline has

less desirable job opportunities. The inconsistency (between questionnaire and focus group findings) gives an implication that history knowledge is limited and confined to helping students answer their school examinations only. However, when one moves beyond schooling contexts history knowledge becomes nothing compared to mathematics (practicability of knowledge in real life context).

On the other hand, particularly in Tanzanian schools, information from focus group interviews contradicts with findings from the questionnaire. For example, when asked to differentiate history from mathematics the majority (students) replied that history involves more memorization than mathematics, it is a study for non-intelligent students, it is more boring and one can pass history with only less effort. The following extracts illustrate what some Tanzanian students said in the focus group interviews:

History and Mathematics are two different subjects. Mathematics is difficult compared to history because it requires understanding rather than memorization as history. You can pass examination in history simply by memorizing dates, events... but you cannot do the same with mathematics. From my views, mathematics requires more efforts than history, which, is easy. With mathematics, you need to study the formulae and master their applications well (Focus group interview # 1 pp 6, Tanzania, 22nd, July 2015).

Another student agrees with this but also shares some thoughts on the applicability of the two subjects:

If you want to pass mathematics, commitment and efforts matter a lot. I would like to differentiate mathematics and history starting by their applications. Everything we do for our living is mathematics, for example, selling and buying. History as a subject has little applications in day-to-day living. You can study history by memorizing it but that cannot happen with mathematics subject (Focus group interview # 1 pp7, Tanzania, 22nd, July 2015).

A third student reflected on the way the Tanzanian education system is upholding and strengthening the dichotomy between difficult and easier subjects such as maths and history:

It is also important to remember that, the view that mathematics is difficult is strengthened by the educational system, because intelligent students are advised to study mathematics but those non-intelligent ones are not encouraged at all. Instead, they are told to study subjects like history (Focus group interview #4 pp 8, Tanzania, 29th, July 2015).

While questionnaire and focus group interviews seem to disclose two antagonizing students' views towards history in Tanzanian schools, the case is apparently different in Norway. However, findings from focus groups in Norwegian and Tanzanian schools reveal that many students understand that mathematics and history are two different subjects and as a result knowledge acquired from these subjects are applied differently in the society. However, there are circumstances when students in both countries provided similar views towards history in relation to mathematics:

Really, they are equally hard, but in different ways. You know, in maths you often just need to know the formulas, and if you know them, you can work the answers out. However, in history you have to learn things, read texts, and memorise names, dates and events (Focus group interview #4, pp3 Norway, 21st, April 2016).

Another student also said:

You use maths all over the place, really, to work things out, for instance if you go to the shops to buy something. In addition, you use it for just about all kinds of everyday stuff. Nevertheless, history is like, mostly if you are talking about something that happened in the past, and then you know something about it (Focus group interview #3 pp3, Norway, 26th, November 2015).

A similar view was given in the quote below:

Without meaning to be rude about history, maths is far more helpful when it comes to working life. However, if you want to be knowledgeable, then history is very important. Nevertheless, when it comes to getting a job and being successful in life, maths is a hundred million per cent times more important than history (Focus group interview #1 pp3, Norway, 26th, November 2015)

Moreover, for some other students, knowledge about mathematics and history imply two different things. Students' focus group interview revealed that some students believe that history as a school subject involves many reflections, which enables a learner to see things from different viewpoints. On the other hand, knowledge about mathematics involves just following rules and principles in order to get the answer right:

Yes, because history focus much more, on our being able to express an opinion, than on knowing the right answer as it is in maths. Of course, there are correct answers to some questions, but there is a huge focus on us being able to reflect around a question and express our own opinion and our own point of view (Focus group interview, #6, pp3 Norway, 21st, April 2016).

Another student also gave a similar view:

There is a lot of reflecting over what you think about this or that. I think that is positive really, so you become able to express your own opinions. It is perhaps more the case that in history there is a lot more reflection. You have to think more about how things fit together (Focus group interview #5 pp1, Norway, 21st, April 2016).

The above excerpts imply that, knowledge about social science and science is constructed differently. With sciences such as mathematics, one needs to follow the already established laws and rules (formulae and theories), while that is not always the case with social sciences such as history. This is equal to say that history knowledge needs to be constructed in a social environment where different perspectives from learners are taken into considerations in the course of creating knowledge. Moreover, learning about mathematics as a science subject requires a learner and the teacher (as a facilitator) observe the already established rules and

formulas to create knowledge. This gives a clue to the roles of social constructivism and behaviourism learning theories respectively.

Another theme worth to mention under this section is students' views that history knowledge makes an individual more humane while mathematics makes a person more successful in terms of material things (wealth):

I was thinking more that humanities/history make you a better person, because if it is maths you are always sure that the world has a right answer. Nevertheless, with humanities/history you have more empathic sides – you see that people are suffering or are doing ok (Focus group interview #1 pp4, Norway, 26th, November 2015).

To be successful in life, if you do not know any maths at all you might as well go to sleep in the middle of the road. You cannot shop, you cannot count your own fingers, you probably cannot get dressed properly, and you cannot buy things correctly (Focus group interview #1 pp4, Norway, 26th, November 2015)

Similarly:

Our society gives more cred [credit and respect] and better wages to people who work with practical subjects like maths and chemistry (Focus group interview, #4 pp3, Norway, April 21st, 2016).

Generally, the social science (history) versus natural science (Mathematics) comparison draws a picture where students display both positive and negative perception towards history as a school subject in Tanzanian and Norwegian schools. Moreover, students' voices as deduced from focus group interviews provide some useful pedagogical practices to ponder. The idea that knowledge is constructed differently in social sciences and natural science is becomes very important for both teachers and students. Moreover, focus group interviews also disclose students' perceptions towards history and other subject such as mathematics enhances social or material qualities in learners.

4.1.3 Teachers' views on students' perceptions towards history and learning

In both Norwegian and Tanzanian schools, findings from teachers' questionnaires disclose that teachers strongly believe that history as a school subject has important roles to play in the society. However, teachers in Tanzania and Norway describe students' perceptions towards history differently. While teachers in Tanzania regard their students to have negative perceptions towards history as they invest less effort to learn it, Norwegian teachers regard their students as having positive perceptions towards the subject, and gives it equal weights to any other subjects. The table below summarizes teachers' views on students' perceptions towards history.

Table 3: Students' perception towards teaching and learning of history subject in Norway and Tanzanian schools

Statements	Tanzania schools				Norwegian schools			
	SD	D	A	SA	SD	D	A	SA
My students consider history more as a study of telling about the past	0 (0%)	1 (10%)	3(30%)	1(10%)	0(0%)	1(10%)	3(30%)	1(10%)
My students consider history as source of adventure, excitement, fascinating	1(10%)	1(10%)	2(20%)	1(10%)	0(0%)	1(10%)	4(40%)	0(0%)
My students consider history as nothing rather than stories of the past	3(30%)	1(10%)	1(10%)	0 (0%)	1(10%)	2(20%)	2(20%)	0(0%)
My students consider history as a study to learn from failures and success of others	0(0%)	2(20%)	2(20%)	1(10%)	0(0%)	3(30%)	2(20%)	0(0%)
My student consider history as something dead and gone, which has nothing to do with their present life	2(20%)	2(20%)	1(10%)	0(0%)	1(10%)	4(40%)	0(0%)	0(0%)
My students consider history as the study that shows students the background of the present way of life and explanations of today's problem	1(10%)	4 (10%)	0(0%)	0 (0%)	0(0%)	2(20%)	3 (30%)	0(0%)
My students consider history as more than a school subject it is a living	0 (0%)	1 (10%)	3(30%)	1 (10%)	0(0%)	3(30%)	2(20%)	0(0%)
My students consider history as a study to understand their identity and culture	0 (0%)	1(10%)	4 (40%)	0 (0%)	0(0%)	1(10%)	4(40%)	1(10%)
My students consider history as a study of the past, present and the future with relevance to the contemporary events	0 (0%)	0 (0%)	3(30%)	2 (20%)	0(0%)	1(10%)	3(30%)	1(10%)
My students consider history as a study of memorizing dates and events only	1(10%)	3 (30%)	1(10%)	0(0%)	1(10%)	2(20%)	1(10%)	0(0%)
My students consider history as a source of their national consciousness	0 (0%)	2 (20%)	1(10%)	2 (20%)	0(0%)	1(10%)	4(40%)	0(0%)

Key: % = Percent, SD= strongly disagree, D= Disagree, A= Agree, SA= strongly agree.

Findings from Table 3 Indicate that when teachers were asked about their students' perception towards, the majority of the teachers 9 (90%) agreed that many students associate history with their identity and culture. Six (6) (60%) agreed that their students consider history more than a school subject (it is a living), 7 (70%) agreed that students consider history as a source of excitement, fascination, and with relevance for contemporary events. Moreover, 7 (70%) agreed that students regard history as a source of their national consciousness.

However, when asked about their views of whether historical knowledge enable students to make connections between the past, present and the future, teachers' responses to the statement, '*my students consider history as the study that shows the background of the present way of life and explanations of today's problems*', were as follows. One (1) (10%) strongly disproved the statement, 6 (60%) disagree with the statement, 3 (30%) agreed with statement, whereas strongly agree had a zero response. This implies that the majority of the teachers agreed that history knowledge acquired by students in the process of learning do not enable them make connections between the past and the present.

According to the teachers' views in both Norway and Tanzania, student's national consciousness and national identity awareness seems to have developed well within students. However, whether consciousness and national pride are enhanced through history as a school subject is something that cannot be ascertained through this study's research findings (a call for research in students' consciousness and history learning becomes of an utmost importance).

Comparatively, the issue of students' interest towards history revealed that teachers in both Norwegian and Tanzanian schools could inform about their students' perceptions towards history simply by assessing the ways through which students participate in the history learning process. For example, when teachers in Tanzanian schools were asked to give additional comments concerning students' perceptions towards history, teachers in Tanzania wrote in their open-ended questionnaire the following as summarized in three main themes below:

Many students hate history because they say there is a lot of information to read and write
(Teacher from school A, Tanzania).

Students consider history as nothing. If one aspires for a bright future, history is said to have a limited job market in comparison to other subjects (Teacher from school B, Tanzania).

Students consider history as an easy subject to learn, but because it has a lot to memorize and read, many tend to hate it (Teacher from school A, Tanzania).

Norwegian teachers on the other hand, supplied the following information in the open-ended questions as additional comments about students' interest towards history:

I think most students are interested and curious about learning history, especially the Second World War (Teacher from school D, Norway).

They like the subject and enjoy learning history (Teacher from school D, Norway).

Further, students' interest towards history can also be seen as a reflection of opinions held by the wider public. For example, when teachers were asked about their views on the public's attitude toward history as a school subject, three (3) teachers in Tanzanian schools strongly affirmed that there is a negative attitude towards history from the public. They also noted that the public consider history as less important because there is no reliable job market for historians; the subject merely transmits irrelevant information.

On the contrary, all teachers (5 teachers) in Norwegian schools disagree with the statement that, *there is a negative attitude towards history as a school subject in the public*. Taken altogether, findings from teachers' questionnaire and students' voices in the focus group interviews, one can deduce that, teachers, students and the wider public view and experience history as a school subject in the two countries differently. Further, students views and perceptions towards the subject, is partly the reflection of the wider public.

4.1.4 Time invested by students in studying history

In this study, the view that it takes little effort to study history was very common among the Tanzanian students. The downgrading of history subject has led many students to put less effort into studying it than they do when studying science subjects. In focus group interviews from Tanzanian schools for example, students proposed that since history is easier, they only need less effort and time to study and prepare for examinations. This is the case because; students can pass their examinations by memorization and rote learning only:

Comparing Mathematics and History, one needs less efforts to study history because it is simple, also from the beginning to the end, topics such as, the coming Arabs or Europeans in Africa you find that there are common points (factors) which keep on repeating. This makes it is easy to remember. Mathematics is difficult because as you continue studying the topics become more difficult and complex of which demands much thinking and concentrations (Focus group interview #2 pp6, Tanzania, 22nd, July 2015).

Similarly, another student voiced the same idea and said:

History is easier to learn than mathematics because you can learn and pass it by only studying the teacher's notes (Focus group interview, Tanzania, #2 pp 5, 22nd, July 2015).

It might be evident from the above assertions that students' assumptions that history is easy can be reflected in how much time they devote to it. Again, the belief that you can pass history examination by simply recalling the dates and what the teacher said during lectures, has strengthened students' negative perceptions because, history does not involve students in active learning and critical thinking. Moreover, the assertion that you can pass history by memorizing and reproducing teacher's notes in the question paper sheds light on the importance of meaningful assessment and evaluation on students' learning outcomes.

Connected to students' less efforts in studying history the concern is, how many hours are allocated for each subject in the curriculum. In Tanzania for example, while subjects such as mathematics receives 240 minutes per week, history is only allocated 80 minutes a week. The concern about history time allocations in the curriculum was echoed in one of the students' voices quoted bellow:

History is boring because it has only two periods per week (80 minutes) per week. Just imagine if you have it on Monday until next the Monday, that way you find students losing interest in the learning history" (Focus group interview #2 pp7, Tanzania, 22nd, 2015).

The excerpt above discloses that compared to other subjects such as sciences and languages (which have 120 minutes and above per week). The marginalization of history subject starts with

the curriculum itself in which some subjects are considered more important and are allocated more time than others. Although time allocation to subject has to consider various factors such as subject matter, subject's level of difficulty, learners' cognitive level and teaching methods). The consequence is that students tend to associate time allocation with subject's priorities and importance they play in the society. This in turn, tends to influence both students' perceptions and efforts they invest in studying different school subjects. Implying that subjects such as mathematics are likely to be more valued than history because students interact with the subject matter almost every day as opposed to history.

In comparison, samfunnsfag (social science) in Norwegian schools is allocated 120 minutes per week. Yet, 120 minutes has to be divided by three to accommodate history, civics and geography. Given time allocation for history in Norwegian schools (only 40 minutes a week), one would expect the problem of negative perceptions towards history to be stronger among students than in Tanzanian schools. However, that cannot be explained by the findings of this study as far as the research questions and purpose of the study are concerned.

Although assessment was not the focus of this research, these study findings from classroom observations indicate that there is a close link between how the teacher assess the learning outcomes and a student's interest and involvement in the learning process. For example, data from classroom observation in one of the Norwegian schools indicate that the teacher planned his lesson in such a way that the assessment activities were geared towards evaluating students' understanding of the lesson which, ranged from simple recalling of information to giving opinions and analysis of information (higher order thinking). This way of assessing learning outcomes motivated students to learn and become interested in the subject matter of history.

Given the findings from focus group interviews in Tanzania there is a need to discuss and explore ways in which the curriculum in Tanzania schools will accommodate hour's allocation for each subject. According to students' views above, it is obvious that the curriculum itself reinforces students to downgrade history and other social science subjects.

Generally, findings from Norwegian schools particularly from focus group interviews indicate that both learners' interest towards the subject act as central determinants of how much time they

invested in studying the subjects. The following extracts below illustrate more about students' opinions and interest:

Yes, history is more like “The second world war broke out in 1939” but ... I think it has a lot to do with interest. This is because if you are more interested in humanities/history than science, it is easier to learn. Then you spend more time on it but if you hate science, you spend less time on it and then you will not be so good at it, as you could have been if you had taken an interest in it (Focus group interview, #1 pp3, Norway, November 26th, 2015).

A similar view was captured in the quote below:

I do not think it is the case that if you are bad at one subject, you should automatically be better at another one. I think it is more a case that people who are not good at maths, do not like maths, but they are maybe more interested in history. They like reading about history, and that makes them good at the subject. Therefore, I think it is more like that (Focus group interview, #2 pp4, Norway, November 26th, 2015).

Another student also said:

I understand what they mean because it is clear that some people are better at maths and that kind of things than others are. However, you cannot look down on them and say “OK, you're no good at that subject, so you'll have to do that subject, because you're no good at maths and sciences (Focus group interview, #2 pp4, Norway, November 26th, 2015).

The findings of this study are different from what Nor Azan and Wong (2008) found in their research. They concluded that students viewed history as difficult, boring and dead. Nor Azan and Wong further clarify that the reason for students' boredom in history was that the subject required them to memorize all the facts from the textbook. On the contrary, my study findings are quite different from what Nor Azan and Wong propose. In this study, students in Tanzanian schools consider history as easy to learn and pass because it requires only memorization and reproduction of facts from the textbooks or teacher's notes. The study findings also suggest that, the down grading of history as a school subject is strongly ascribed to history school curriculum especially in time (hours) allocation for each subject. Further, the study findings suggest that time invested by students in studying whichever subject in the curriculum may be determined by

how students are interested in the lesson and the values they attach to it. On the other hand, Norwegian students seemed to associate the difficultness and easiness of the subject on two main factors, which are interest, and ability of a student.

4.1.5 *Students' anticipation of higher education: history or other subjects?*

Students' perceptions towards history as a school subject was also studied by asking students what they anticipated to study in tertiary education. Figure 1 bellow summarizes the questionnaire findings as follows:

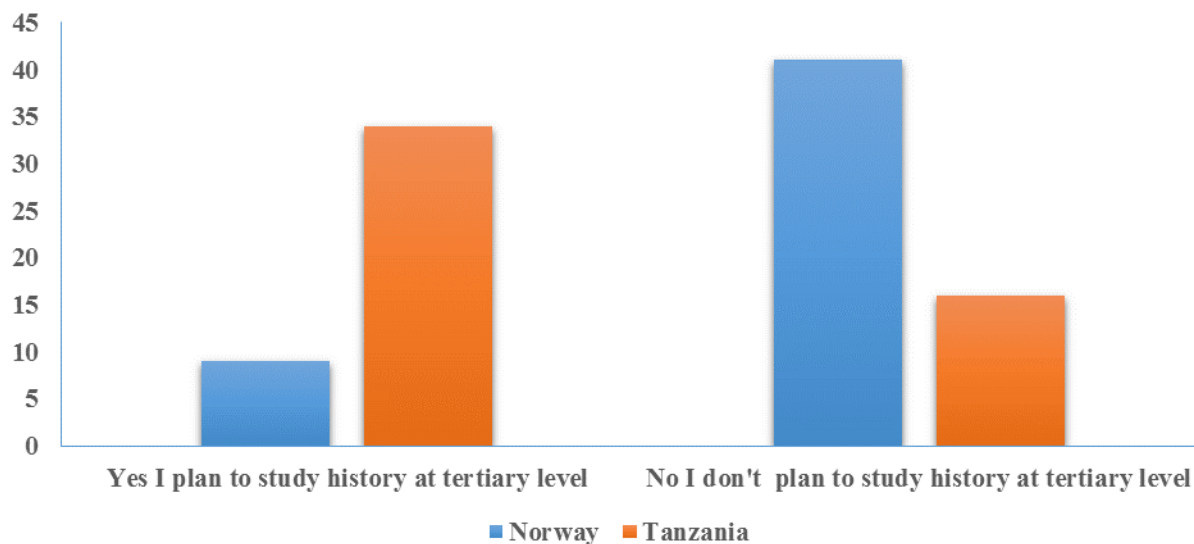


Figure 2: Students' anticipations to study history at tertiary level

Figure 2 shows that the majority of the students (55%) responded that they do not expect to study history or any related programmes at University level. Whereas, (45) agreed that they will study history and other related programmes at the University. Students in Tanzanian secondary schools record the highest percentage of 34 out of 50 (68%) of students who agreed that they will study history at University level.

The trend is different in Norwegian schools. The questionnaire findings indicate that, only 9 out of 50 students (18%) agreed that they will study history and other related programmes in tertiary

education, while the majority, 41 out of 50 (82%) reported that they will not study history at a University level. Responding to a close-ended question, students in Tanzanian schools who answered that they will not study history (social science) in tertiary education attributed their response to factors such as; history involves a lot of memorization of facts, it is boring and irrelevant. Others had a view that history is poorly taught and it is for non-intelligent students. On the contrary, those who responded that they consider studying history at University level indicated that it is easy to learn, history enables them to understand the culture of their people and that of others and it stimulates their thinking.

Questionnaire data from Norwegian schools reveal that the few students who indicated that they would study history at higher education explained that history enables them to avoid repeating failures and mistakes of the past. It enables them visit various historical places and to better understand the culture of their country and that of other people. On the contrary, those who answered that they will not study history at the university, they argued that history involves memorization of facts and that their (students) history examination scores are not always good. Students in this category also indicated that they are not interested in history and therefore not interested to study it. Therefore, data from Norwegian schools suggest that students' lack of interest in studying history at the university may be attributed to factors such as history is not a popular subject and the public gives much respect to people doing mathematics and other natural sciences than they do to social scientists.

On the other hand, findings in students' anticipations for higher learning studies in Tanzanian schools present both theoretical and learning implications. In Tanzania higher learning institutions, history and other related social science courses continue to have many candidates. However, this is not because all students like to study history (social sciences) more than other subjects (such as, the science and language subjects). It may be due to the reasons that history and other related courses have less competition.

Mathematically, one may argue that 68% is greater than 32% (see figure 2). Therefore, students are expected to be more interested in taking history subject as part of their higher education. These findings represent a paradox, which could be very difficult to realize within a mono-

method research tradition. With a mixed method paradigm, it was easy to discover that human minds are complex and that, we sometimes decide to do something not because we like to but because of the available choices (circumstantial). For example, considering challenges in learning science subjects in Tanzanian schools, many students decide not to opt for programmes within the sciences in higher-level education, because of poor foundation in those subjects. Instead, they decide to opt for history and other social science subjects to avoid competitions from other disciplines, which might have limited chances. Therefore, students' choices in Tanzanian higher learning institutions may be determined by structural factors (available opportunities) rather than individual preferences.

Further, students voiced out their views:

Since I am not good in science subjects, the only option for me is to go for social sciences (history) (Focus group interview #1 pp9, Tanzania, 22nd, July 2015).

History is easier to learn and pass; because of my interest in politics, I must study history; history is the only option that can take me to University (Focus group interviews, #3 pp4, Tanzania 29th July, 2015).

The majority here at school fail science subjects. As a result, they decide to join history (social science) because that is easy to pass (Focus group interview #3pp4, Tanzania, 29th July 2015).

From the above quotes, I argue that not all students who agreed that they would study history (social science) were interested or liked the subject. Some would agree to study it simply because they considered it as the only option that can enable them climb the ladder of higher education. Again, it is possible that something can be important but still not of interest to everybody. For example, physical fitness is very important to everybody but not all people are interested in physical fitness.

The study findings are in line with what Tamisoglou (2010) disclosed when conducting a study in Greece to explore students' views on school history. It was revealed that although many students acknowledged the usefulness of history as a source for their origin and identity, a source of excitement and enjoyment, a source of critical thinking and an arena for understanding other peoples' culture, still the majority disliked it because it was boring, it involved too long reading texts and memorization of dates and events. Alazzi and Chiodo (2004) also report similar findings in their research about students' perceptions of social studies for middle and high school in Jordan.

Therefore, I argue that, although many students in Tanzanian schools agree that history is very important as far as their origin (identity) and culture are concerned, still they do not consider history as a subject that has much impact in their lives and the future.

This is because the practicability and tangibility of any education (as an investment) in Tanzania is expressed in material aspects. That is why, with history whose knowledge and usefulness is realized through national identity and national cohesion, this might be difficult to be realized. The usefulness of historical consciousness and national cohesion are hardly to be seen and be acknowledged as very important pillars for the nation. Again, education as an investment is very difficult to be seen through subjects such as history and other social science subjects.

Given findings from Tanzanian schools, students displayed negative perceptions towards history despite the fact that the majority is willing to study it in higher education. Likewise, the majority acknowledge that history remains a very important school subject for their identity, culture and national cohesion. That is to say for a country like Tanzania where education is expected to yield immediate and tangible innovations such as creations of heavy machines, construction of highways, control of cyber-crimes, discovery of vaccines to curb deadly diseases such as AIDS and Ebola. Subjects such as history will continue to receive a divided attention from the public because, knowledge acquired through history and any other social science subjects does not concern any of the aspects mentioned above.

Comparatively, findings in this study suggest that history is not a popular (most favorite) subject in Norwegian and Tanzanian schools. While Norwegian popular subject to lower secondary schools is PE (physical education)-*gym*. The Second World War and the Holocaust remain the most popular topics in Norwegian history classes. Biology is the popular subject for forms one

and two in Tanzanian secondary schools (see table 1- history or samfunnsfag preferences). Moreover, many students in Norwegian schools believe that a person's good life (financially) is easily achieved when one has graduated in science subjects. However, with historical knowledge and other social science subjects a person becomes more humane.

I now turn out to chapter five to present the research findings on the methods through which history is taught in Tanzanian and Norwegian secondary schools. Again, issues of how teaching approaches impact students' perceptions towards history subject are discussed in detail.

5 Teaching Approaches in Tanzanian and Norwegian History Classes

The second research question seeks to find out how teaching approaches can influence students' perceptions towards history as a school subject. The general overview suggested by this study's findings is that, interactive teaching methods (*group discussion, debate, role-play, question and answers, simulation and dramatizing*) motivated students' active participation and evoked their interest towards history lessons and thereby learning occurred. Conversely, non-interactive ways of teaching (*Lecturing, textbook reading and talk-teacher-chalk*) may take away the students' curiosity to learn, as they become bored, de-motivated and resents history lessons for good.

5.1 Interactive or non-Interactive Teaching Methods in History Classes

Students' questionnaire findings revealed that history lessons in Tanzanian secondary schools were dominated by lectures and copying notes followed by discussion groups, question, and answers. On the other hand, students' questionnaires and focus group interviews revealed that group discussions, games and peer learning dominated Norwegian history classrooms. When asked in what ways they enjoyed learning history, the majority of (students) in both Norwegian and Tanzanian schools indicated that they learn history better when they are engaged in the lesson through teaching methods such as group discussion, excursions, peer learning, question and answers.

This implies that students, who learnt history in classrooms where teachers taught the lessons by interactive teaching approaches, got motivated to learn and were more involved actively in the lessons. This in turn evoked their curiosity to learn as students interact one another in exploring ideas and as a result, history became an enjoyable learning experience.

Furthermore, findings from the teachers' questionnaire disclosed that the majority of the teachers strongly affirmed that for participatory or active history classes, students should be taught through a student-centered approach not a transmission approach. The table below summarizes teacher's responses about their views on the best teaching methods in learning history.

Table 4: Teachers' level of agreeing on the best teaching approaches in history classes

Teaching approaches	Frequencies							
	Strongly Disagree		Disagree		Agree		Strongly Agree	
	TZ	NO	TZ	NO	TZ	NO	TZ	NO
Lecture method	1	0	1	1	2	3	1	1
Dramatizing	0	0	2	3	3	2	0	0
Narrations	0	0	2	0	2	4	1	1
Debate	0	0	1	0	3	5	1	0
Peer learning	0	0	0	0	4	3	1	2
Discussion group	0	0	0	0	1	2	4	3
Role playing	0	0	1	3	4	2	0	0
Audiovisual presentation	0	0	2	2	1	3	2	0
Individual student project	1	0	1	0	3	3	0	1
Question and answers	0	0	0	1	1	3	4	1
Guest speaker	1	0	0	2	2	2	2	1

Key: NO= Norway, TZ= Tanzania

Table 4 indicates that the majority of the teachers in this study rated interactive teaching methods such as group discussion, peer learning, question and answers as the best teaching approaches for history lessons. Teachers also indicated guest speaker, dramatizing and debate as the other appropriate teaching methods. Moreover, strategies such as lecturing, narrations, individual student projects and audio visual presentations received low teacher's preferences in history classrooms in Tanzania whereas, the same teaching methods received high teachers' preference in Norwegian schools.

However, despite the fact that more than 80% of the teachers strongly agreed and recommended student-centered approaches in their history classes, evidences from students' focus group interviews and classroom observations disclose that most of the teachers in Tanzanian schools relied on lectures, students copying notes, teacher initiated group discussion, question, and answers.

In practice, the transmission approach particularly lecturing and copying notes, dominated history classes and led students to become less engaged in the lessons. Students' quotes below

illustrate the practice of teaching history in Tanzanian schools. Moreover, it shows how teaching methods influence students' perceptions towards history:

Teaching of history here at school, and I think in Tanzania in general, is not good. Teachers' attendance in the classrooms is not good too. Again, when they decide to attend classes the majority of the teachers are not committed at all. They are always in haste and not committed to their work. This makes learning of history very boring and not enjoyable. This kind of teaching denies students ability to think critically and learn well. Instead, they end up memorizing concepts for the sake of passing examinations. For example, you find a teacher having 80 minutes of teaching, he comes in, spends only 40 minutes lecturing, afterwards, we are told to copy notes from the black board, then he provides assignments, surprisingly no group discussion no clarifications of the points given (Focus group interview #2 pp7, Tanzania, July 22nd, 2015).

The same student continued saying:

Students are not motivated to give out their views and participate in the lesson through group discussions. Since the teacher do not care, you find when he comes to teach most students slumber and some decide not to stay in the classroom because they are not interested in learning history (Focus group interview, #2 pp7, Tanzania, July 22th, 2015).

Likewise, another student had the following to say:

What I can say is that our teachers are not committed to teaching history. If you compare them with other schools' history teachers, ours are different. For example, one teacher taught us last time, sincerely speaking it was bad and discouraging. The way he taught us was bad because there was no group discussion and no teaching materials. We were doing nothing in the lesson besides listening to the teacher. Again, I can say we lack assignments and we are not actively engaged in the lesson, as it is required (Focus group interview, #2 pp6, Tanzania, July 22nd, 2015).

Another student also supported the foregoing views by saying:

In my view, I see many notes, he rubs the blackboard two times for just notes taking, and this does not involve us in the learning process. To my view, he could teach us by group discussions, home assignments at least we become busy in learning but this is not happening in our history classroom. We keep on writing notes afterwards the teacher leaves. That way, I see history as nothing in my life. Do you think I should attend such a lesson? No, I cannot waste my time that way; I had better do other important things (Focus group interview, #2 pp5, Tanzania, 22nd July 2015).

However, those students whose teachers employed interactive approaches in their teachings had the following to say:

I like the way we are taught through discussion because we share knowledge among ourselves, I also like going to museums and visiting other historical places. It makes me enjoy and like the lesson a lot (Focus group interview, #1 pp8, Tanzania, 22nd, July 2015).

I can say, the way we learn history is enjoyable because the way the teacher teaches is very interesting and as students, we have a chance to ask questions to the teacher for clarifications (Focus group interview, #2 pp7, Tanzania, 22nd, July 2015).

The history teacher is good. We ask questions, group works and assignments and I see the teacher and students interact well (Focus group interview #3 pp8, Tanzania, 29th, July 2015).

However, there is relatively different pedagogical practices between the Norwegian and Tanzanian schools. Both classroom observations and focus group interviews show that teachers in Norwegian schools in most of the lessons used learner centered approaches to involve students in the learning process. However, teaching methods such as lecturing and textbook readings were also evident in the Norwegian classrooms. The use of both learner and teacher centered approaches to enhance learning becomes an important research finding for my master thesis. This finding challenge the existing theorizations, which capitalize on learner, centered teaching methods as the best teaching approaches. The following quotes from students' focus group interviews shed more light on the teaching and learning of history in Norwegian classrooms:

We often have discussion in class. Our teacher often has a PowerPoint presentation that he goes through, and we go over the topic together. We also often do the assignments in the textbook in a group work where we sit in smaller groups and discuss things (Focus group interview, #4 pp4, Norway, April 21st, 2016).

However, there are times when teacher centred methods were combined with learner centred approaches were employed in Norwegian classrooms:

Sometimes the teacher lectures on a topic, and we make notes on what he says and on the contents of his Power Points and presentations and we have some group work, too (Focus group interview, #5 pp3, Norway, April 21st, 2016).

Again, another student also says:

Sometimes our teacher talks to the class, and then we have a group discussion, and always at the end of the lesson, when we spend the last ten minutes talking about what we have learned (Focus group interview, #1 pp4, Norway, November 26th, 2015).

Teaching by using computer games is another teaching method employed by some teachers in one of the Norwegian history lessons. Research findings in this study suggest that playing games was very effective in involving students in the lesson. Moreover, it made students participate in the lesson as it involved many hands on activities. This is in line with what the learning theorists postulate concerning the need to encompass multiple senses for practical and meaningful learning:

We never read straight from the textbooks. We use games more, where we learn about the different things. It is fun playing the games and it keeps people's interest. It makes it easier to understand the topic you are learning about (Focus group interview, #3 pp3, Norway, November 26th, 2015).

The study findings from questionnaires, classroom observation, and students' focus group interviews in most cases purport a theory that, students learn better, when they are involved and become actively engaged in the lessons. In similar ways, the findings disclose that students' perceptions towards history as a school subject are greatly influenced by the teaching approaches teachers use. It is also interesting however to observe that, the ways students are taught in the classroom has an impact on their critical reasoning and ability to think as historians. For example, students who are motivated to learn through methods that put them at the focal point of learning participated actively in the classroom, had a better chance of developing critical thinking skills than those who participated in learning as passive recipients. As students' quotes suggest, interactive teaching methods (group discussion, debate, simulation, peer learning) made students participate actively in the lesson. The methods also enabled students like the lesson, but

teachers who treated students as passive recipients and opted for non-interactive teaching methods (lecturing, copying notes and textbook reading) demotivated and took away students interest to learn, and as a result, history became a boring and irrelevant subject.

These research findings on students' positive perceptions and critical thinking, conform well with study findings by Savich (2009), Cannadine et al. (2011), Alazzi and Chiodo (2004) Lawless (2010) cited in Joseph (2012), Ndalichako and Komba (2014). All these scholars agree that, teachers who employed interactive teaching methods and the ones who managed to maintain order and discipline in the lessons made their classrooms a place where learner's views and experiences became part of their teaching, enabled students to develop critical thinking and reasoning. This in return made the lesson enjoyable and interesting to every student in the classroom as learning turned to be by doing.

However, one may argue that teaching approaches alone cannot suffice to explain the students' positive perceptions toward history and critical thinking development among learners. This is because, in order students to be engaged and enjoy the lesson, it involves various factors such as conducive learning environment, availability of learning materials, peer relationship, student-teacher relationship etcetera (Azevedo, DiSessa & Sherin, 2012; Van Uden Ritzen & Pieters, 2013). I strongly agree with the foregoing argument, but for the purpose of this study, I confined myself to study students' perceptions towards history in relation to teaching approaches because as literatures suggest, an individual student's perceptions tell a lot concerning what takes place in the classroom when both teachers and students are interacting (Borries & Angvik, 1997; Paulsen, 2013).

5.2 Engagement in the Lesson and Students' Perceptions

From the questionnaire findings as supplemented by class observations, it became clear that among other factors, interactive teaching methods played a great role in engaging students in the lesson and enabled them to learn. That is to say, teachers who opted for learner- centered also known as interactive teaching methods had a better chance of making learning happen. Likewise, they (teachers) influenced students to like the lessons better than their counter part who based their teachings on transmission approaches. Research findings indicate that the

constancy of traditional approaches in teaching and learning history in schools hinders students' ability to learn and get fully involved in the lesson.

The questionnaire data on students' engagement in the lesson were supplemented by information from the focus group interviews as follows:

Students are not given chance to give out their views and participate in the lesson through group discussions. Since teachers are not motivating and caring in the classroom, you find when he comes to teach most students slumber because they are not interested in learning history and the teacher never cares (Focus group interview, #2 pp7, Tanzania 22nd, July 2015).

In the following quote, a student describes how his/her history lessons are conducted:

For our class the teacher provides notes. Then we read the notes together. However, we do not use group discussion (Focus group interview, #3 pp5, Tanzania, 29th, July 2015).

Another student also expresses a sense of dissatisfactions by saying:

It is better if we start learning history by doing. However, for our class, the teacher comes in tells us to sit in groups and read from the textbook. After wards, the teacher provides an assignment for us to answer (Focus group interview, #1 pp9, Tanzania, 22nd, July 2015).

Unlike Tanzanian schools, Norwegian schools record a context where students were found more engaged in the history lessons. For example, information from students' questionnaire show that the majority of the students strongly agreed that they participated in-group discussions and debated on history topics in their history lessons. Many students also strongly agreed that they participated in independent library works of which they afterwards presented in the classroom for discussions. Students' findings from the questionnaire resonate well with data from classroom observations. Data from classroom observation suggest that students were more involved in history lessons in Norwegian schools than in Tanzanian schools. Moreover, I employed classroom observations sessions to supplement information from students'

questionnaires and voices from the focus group interviews as evident in the quotes below illustrate:

We often have projects where the pupils teach the rest of the class about the chapter we are going to go through, rather than the teacher standing there telling us everything. It might take the form of homework where we make questions for each other to see what we have learned and help teach each other. On the other hand, sometimes it is presentations or group work (Focus group interview, #5 pp4, Norway, 21st, April 2016).

We have a lot of discussion, not so much working in our books; it is more a case of discussing things in the class, more about history (Focus group interview, #2 pp6, Norway, 26th, November 2015).

The same student continues saying:

I think we are more drawn into our schoolwork too, because of these activities. We are more motivated to work on the topics (Focus group interview, #2 pp6, Norway, 26th, November 2015).

A pedagogical implication drawn from both the questionnaire and focus group findings is that teachers in Tanzanian schools employed teaching methods that made students get partially involved in the learning process. Most students admitted that they participated in history lessons passively. Copying notes and listening to what the teacher says during history lessons is one of the factors that reinforced students' negative perceptions towards history. Therefore, it may not come as a surprise to read students expressing sense of dissatisfactions and disengagement in their history lessons. Students' sense of disappointment as displayed in the excerpts in this section implies that their motivation to study and learn history was sometimes inhibited by how they learn it in classrooms. Moreover, and more importantly is that when students are partially involved in the lesson they tend to lose interest towards the lesson and the entire learning process. On the contrary, when students are actively involved in the lesson as it was witnessed in the Norwegian classrooms, they easily display a sense becoming in -charge of their own learning and as a result curiosity and enthusiasm towards the subject is strengthened.

5.3 Student-Centred but Partial learning

The study findings also revealed that there are circumstances where teachers employed interactive teaching approaches but with little effect in learning. Implying that though students participated in the lesson, learning was difficult to realize. During fieldwork in Tanzanian schools in one of the classroom observation session, the teacher decided to teach learners by group discussion. After few introductory words on the topic- *Abolition of Slave Trade*-form 2 class, the teacher instructed students to sit in groups. Students sat in groups randomly and from my observation, I noticed that the groups were formed based on the relationship between them (friendship ties). Hence, some groups had five students while some had nine students. The teacher gave the students a book to read about the reasons for the abolition of slave trade in East Africa during the 19th century. Afterwards, the teacher wrote three questions on the board, which the students were required to answer after they had read the textbook. The questions were:

- What were the economic reasons for the abolition of slave trade?
- Explain the political reasons for the abolition of slave trade
- What were the motives behind the evangelical reasons in the abolition of slave trade?

When the teacher had written the questions on the board, he sat down at the back of the classroom. After the students had read the book, they started answering the asked questions by presenting their answers one group after another. During students' presentation, I noticed the following and wrote them down in my notebook.

The teacher could have made the group discussion and learning more fruitful by observing the following; first, considering the number of students in this class, the teacher could have maintained at least six students for each group. Second, the teacher could have asked students clarify what they understand by the text they read from the book. Third, could enhanced interaction between the teacher and students by asking stimulating or evoking questions about the topic. Encouraging students to contribute and ask questions to one another could also facilitate this. Fourth, scarcity of textbooks forced students read only one textbook of which

denies them a chance to read historical information from different sources (taking into consideration that slave trade in Africa is a sensitive and emotional disturbing topic). Generally, students were given textbooks to read and reproduced what they read from the textbook. In this way, ability to analyse synthesize and evaluate is a components that is missing in this history class (Observation notes, July 2015).

Interactive teaching methods such as group discussion are said to be the best in involving and motivating students to learn. However, when administered wrongly it becomes as unproductive and difficult to enhance learning. The teacher's inability to organize and assign students in groups was one of the weaknesses, which made the lesson to be of less interest among students. Again, the type of questions the teacher provided as a groups work, could have been well worked out if could have been an independent work or library work where students could have been allowed ample time to go and research about the topic and write a report for the teacher to mark.

Maloy and LaRoche (2010:50) clarifies that group discussions have both advantages and disadvantages. However, to make it productive, teachers have a responsibility to ensure the following; first, assign students clearly and focused academic activities that can be finished within a reasonable amount of time. Second, make each member in the group realize that he or she has a role to play. It is therefore, convincing to conclude that, it is not enough for a teacher just teach using teaching approaches, which, he/she cannot apply. In this way, the delivery of the subject matter should go hand in hand with the teacher's mastery in the application of varied teaching approaches for active teaching and learning. From classroom observation as highlighted above, students' involvement in the lesson was minimal because of poor implementation of discussion group as a teaching method opted by the teacher. The teacher's inability to use group discussion can be explained by either lack of professional upgrading or partial training in student-centred (interactive) approaches.

5.4 Playing Games and Searching Information from the Internet

Classroom observations in Norwegian classrooms disclose that despite the fact that most of history classes were interactive or student-centred, there were times when these interactive

teaching approaches produced passive learning (knowledge). For example, in one of the classroom observation sessions, I noticed that although many students liked to learn by doing, some computer games as one of the teaching techniques provided minimal learning. Based on my observations, I realized that some instructional technologies such as computer games were prone to reproduce knowledge and simple skills only. Mastering the game alone is not sufficient to tell that students have learnt. This is well echoed in the student's voice below:

... In addition, we play games. Everyone thinks we just play for the sake of playing, but we have tasks on It's learning | Learning Management System|, so that when we have finished playing, we have to write about what we learned from playing the game. In addition, our homework is different, too. Overall, this school is a bit different from most others (Focus group interview, #2 pp6, Norway, 26th, November 2015).

My assumption is that it is very difficult to pinpoint exactly when students have mastered the gaming skills and when they have mastered the subject (content). However, some students did not show any interest in playing games. That is to say, through classroom observations, either I noticed few students who did not take part in the lesson because they have failed to master the gaming skills or they were not interested in gaming as it was further confirmed through focus group interviews. In this way, they became bored in the lesson hence partial learning. As one student put clearly when responding to the question *can you tell me a little about history lessons in your classes. What are they like/how do you work?*

Yes, for instance, in history/humanities it is not always so exciting. At elementary school, it was always just a case of "First we'll read the textbook, and then we'll do the exercises". Then suddenly we came here, and it is all about Civilization, and games and the full works (Focus group interview, Norway, #2 pp5, 26th, November 2015).

Generally, the findings suggest that although gaming engaged students in the lesson a great deal, it did not necessarily aid them construct meaningful learning as they struggled to master gaming skills, which resulted into poor learning outcomes. Moreover, there were those students who

showed little interest in playing games and the teacher did nothing to ensure that they were also involved in the lesson. An excerpt above indicates a sense of dissatisfactions among students and as a response to that, a teacher needs to be familiar with variety of teaching approaches that he or she can employ to make sure that all students are involved in the learning process.

Another interesting finding of my master thesis is that some Norwegian teachers who participated as respondents in my study integrated technology in their history teachings. During classroom observations, I noticed that students after being assigned works to do in their groups, they moved to computer rooms where in addition to textbooks, they searched information from the internet to enrich their understanding and answer the group work questions. From my observations, I realized that many of students copied and pasted information uncritically. The point I am trying to raise here is that it is important for teachers to teach learners how to search for genuine sources of information from the internet, which, are useful for learning. Not everything from the internet is useful for educational or academic purposes.

5.5 Does the use of Multiple Sources in History Classrooms enhance Learning?

The research findings in this study suggest that teachers in Tanzanian schools did not use multiple sources (textbooks) and other teaching materials. Data from teachers' questionnaire also revealed that they did not supply multiple sources for their students because of the shortage of teaching learning materials such as textbooks and other supplementing teaching resources. When asked the question, *to what extent do you agree with this statement: there is shortage of teaching and learning materials in my school*, 3 out of 5 teachers (60%) strongly agreed with the statement, whereas two (2) teachers (40%) agreed. In that way, history is said to be taught as something linear and fixed. This is because knowledge from the textbooks in Tanzanian schools is highly regarded as true and final. Conversely, in Norwegian schools, 3 out of 5 (60%) teachers agreed with the statement and 2 teachers (40%) disagreed with the statement.

Further, findings from students' questionnaires in Tanzanian schools draw similar picture as the one presented by teachers on the phenomenon. For example, when I asked students to what

extent do they interact with textbooks and other resources in their history classes, students in Tanzanian schools had the following responses as illustrated by frequencies and percentages as follows. It is only 1 out of 50 students (2%) who strongly disagreed with the statement that, “*I only read the textbook on the topic the teacher is teaching*”, 10 (20%) disagreed, 20 (40%) agreed and 19 (38%) strongly agreed with the statement. This means that the history lessons are strongly dominated by a single source, text reading and when more than one textbook and different perspectives are introduced the students become confused because this is unfamiliar to them. During a focus group interview, one student had the following to say:

It is important for the government to ensure that what is written in the curriculum is what is implemented in the classroom. For example, you find that, here at school, students have no common textbooks to be used in history subject. You find that in the same subject, the same class level, students read different textbooks with different information, this makes students fail their exams not because they are unable but because there is no common textbooks to be used in the classroom (Focus group interview, # 1 pp11, Tanzania, 22nd, July 2015).

On the other hand, data from Norwegian schools particularly the focus group interviews show a much wider range of methods (multiple sources) in learning history. Findings from focus group interviews and classroom observations also suggest that teachers in Norwegian schools used variety of historical sources in their lessons. Classroom observations made it evident that both primary and media such as social networks [Twitter, Google docs, Facebook], textbooks, documentaries were used in the course of teaching and learning history. This in turn, had much effect on the students’ interest towards the subject matter. Using both primary and secondary sources in the lessons enabled students develop reflective thinking and understand historical concepts from different viewpoints. As captured from students’ focus group interviews, the following quote illustrates more on the matter:

We play Valiant Hearts on the iPads. Moreover, when we are working on civilisations and that, we talk a bit, and read a bit, and we play Civilization. We have watched some documentaries; recently we saw a two-hour documentary on the First World War (Focus group interview, #1 pp7, Norway, 26th, November 2015).

Generally, data from teachers and students' questionnaire show a similar situation on the availability of teaching and learning resources (particularly textbooks) in Norwegian and Tanzanian schools. However, data from focus group interviews and classroom observations suggest that, teachers in Norwegian schools used variety of teaching and learning resources history classes. There is a clear evidence within both questionnaire and focus group interviews findings that the inaccessibility of teaching and learning materials in Tanzanian schools is the problem, which hinder student' history learning. However, where teaching and learning materials are available and well integrated in the learning process it enables students to learn by embracing different viewpoints in the course of knowledge creation in the classroom.

5.6 The Language of Instruction in Tanzanian Schools

Students' perceptions and mastery of other historical concepts can also be affected by the language of instruction they use to interact with the subject matter of history (refer chapter two, section 2.7 on the language of instructions in Tanzanian schools). Both teachers' questionnaire and focus group interviews express that the students' ability to talk and participate actively in the learning process is either hindered or enhanced by their level of fluency in the language of instruction. When asked to provide additional comments concerning the teaching of history subject 3 out of 5 Tanzanian teachers disclosed that the language of instruction is an obstruction to students' participation in their history classes, since the majority lack the necessary understanding of the English language. The teachers' questionnaires are complemented by information from focus group interviews where students had the following to say:

As you all know, if you want to master history, you need to be good in the English Language. Most of us are not good in English, if you find a teacher who does not switch to Swahili when teaching, history becomes difficult to understand. Therefore, teachers should help us understand the lesson by code mixing or switching to Swahili (Focus group interview, #2 pp8, Tanzania, 22nd, July 2015).

Similarly, other students support the foregoing statement as they say:

Sincerely speaking most of us hate history. Not because is irrelevant but because of the language of instruction. You know, unlike subjects such as mathematics, history requires a

student to be good in English language; this is because the subject involve a lot to read and write. Unfortunately, most of us are not good in English. For instance, how I can respond to teacher's questions in a language that I am not fluent (Focus group interview, #3 pp10, Tanzania, 29th, July 2015).

Another student also spoke:

It is sometimes like a joke when a teacher gives an assignment and asks students to answer the question in a group discussion. What we normally do, we ask a teacher or a fellow student to translate the question in Swahili and then the entire discussion is held in Swahili (Focus group interview,#3 pp6, Tanzania, 29th, July 2015).

The same student continues saying:

The problem arises when we are required to present our findings as a group before other members of the class. What we do, we only copy what is written in the book and one of us who can read English well goes and present (Focus group interview,#3 pp6, Tanzania, 29th, July 2015).

The Tanzanian students' inability to comprehend information communicated to them in English, sometimes forces the teachers code mix or code switch between English and Swahili (mixing Swahili and English when teaching). Therefore, students' feelings about English as the language of instruction in secondary schools can also be supplemented by findings from a classroom observation in one of history lessons:

Teacher: "Today our discussion will focus on types of pastoralism, particularly nomadic pastoralism. Before we continue, who can tell us what nomadic pastoralism is and which societies were involved in such kind of pastoralism". The teacher moves around and the whole class is silent. Teacher: "Do you know what the phrase nomadic pastoralism means"? Students (in chorus response) – "No, Teacher: "In Swahili nomadic pastoralism means, ufugaji wa kuhama hama". Teacher: "Do you understand"? Students (in chorus response) - "Yes madame"! Teacher: "Ok, now who can tell us what nomadic pastoralism is?" A few hands are raised and one student responds, «it is an economic activity where cattle keepers (For example, the Maasai) move from one place to another looking for water and... grazing (another students responds as the speaker keeps on struggling to find an English word for malisho) (Observation notes, July, 2015).

Findings above illustrate that English as a language of instruction in Tanzanian schools impede students to participate in the lesson more actively. However, when both English and Swahili are used together (code mixing/switching) in the course of teaching and learning, the students become more active and their engagement in the lesson rises. This implies that for a successful teaching and learning, teachers and students should be conversant enough in the language of instructions used. As Brock-Utne (2007) and Mtesigwa (2001) both cited in (Vavrus & Bartlett, 2014) maintain, understanding what the teacher and classmates say is priority number one when it comes to the for students' abilities to comprehend and engage in a meaningful conversation and active learning in the classroom.

However, although teachers might have good intentions of motivating their students and enable them get involved in the lesson and learn actively. The worst of it is that, all examinations are written in English and there is no room for students to code-mix or code- switch to Swahili when answering their question papers. A student who happens to code switch or code mix in the examination papers is strongly penalized.

In that context I argue that, if students are hindered to participate in the lessons because the language of instruction challenges them as the findings disclose, this challenge does not only end there. It goes further up to the way they make interpretation of the past in their lives in the classroom and beyond the classroom. This in turn, affects the way they interact with historical sources in the making of historical accounts. In that way, students' historical (critical) thinking and historical consciousness is at stake because history is taught far from the language of its making. Therefore, in order to enhance students' positive perceptions and other learning dimensions in history as a school subject, findings of this study pose a challenge to teachers and policy makers on the possibility of revising the language of instruction in Tanzanian- schools by allowing both Swahili and English work concurrently. As Harrison (2013) suggests, history is local and needs to be studied locally, and to do otherwise is to disempower those children who do not abide by an epistemology that produces knowledge as disembodied and placeless. Ramaoupi (2014) who contend that for effective teaching and learning, youths should be taught history and other subjects in a language that enable knowledge and skills that connects them directly to their culture and heritage also raises similar view.

5.7 The Language of Instruction in Norwegian Schools

From secondary school to tertiary education, Norwegian education system have maintained mother tongue (local language) as the tool of communication in schools from primary to higher learning education. The subject English is one of the core subjects and is taught from 1. grade. Findings from classroom observations reveal that students in Norwegian schools were freer to ask questions and respond to questions than their counterparts in Tanzania. Likewise, classroom observation revealed that the students interacted actively in the lesson because they are fluent enough in the language of instruction. Given findings from Tanzania and Norway on matters pertaining to the language of instruction in schools, I argue that, in order students participate actively in the process of learning in history and other school subjects; they need to master the language through which knowledge is communicated. By mastering the language of instruction, they can easily communicate ideas, express, defend opinions, and advance knowledge. Implying that in order students demonstrate the acquisition of a particular knowledge, they need to communicate it either oral or in written form. However, one may argue that knowledge acquisition does not solely depend on one's fluency in a language.

5.8 Students-Teacher Relationship and Interactions in and beyond History Classes

Besides exploring teaching methods employed by teachers in history classes, I was also interested in students- teacher interaction and relationships in and out of the classroom. Further, I investigated how this relationship affects students' likes and dislikes of history subject matter. Findings from classroom observations revealed that teachers in Tanzanian schools maintain the highest level of professional relationship, which has now turned an obstacle to learners. The relationship is very formal and that creates a gap (huge) between the teachers and their students. Students also identify students-teacher relationship as one of the problems that should be addressed to make history lessons more enjoyable. For example, when I asked students what the teacher should do to make history classes more enjoyable? The students had the following to say:

A teacher should be friendly, and should involve students in the lesson, encourage and motivate students to learn. Again, teachers should avoid corporal punishment as a way to make students learn and perform well in history lesson (Focus group interview, #1 pp8, Tanzania, 22nd, July 2015).

Another student was of the same opinion:

The teacher should be friendly, polite and involve all students in the lesson. The teacher should not be biased by giving attention to only few students in the lesson. The teacher should make sure that all students are involved and feel they belong to the class. In that way, history will be appreciated by everybody in the class (Focus group interview, #3 pp9, Tanzania, 29th, July 2015).

Another student came in with a more elaborate idea

:

A teacher should be both a counsellor and a teacher at the same time. Not all of us are coming to school willingly. Some of us are here because we are forced by our parents. Again, a teacher should be friendly and cool. Again, a teacher should ensure that he or she teaches more effectively and make sure that the lesson is understood instead of rushing to cover the syllabus (Focus group interview, #1 pp9, Tanzania, 22nd, July 2015).

On the contrary, findings from Norwegian schools indicate that there is a more affectionate relationship between teachers and students. The Norwegian students feel more secure and free to ask their teachers questions in and outside the classrooms. This kind of relationship tend to foster learning and creativity development among learners. Findings from both focus group interviews and classroom observation revealed that, students in Norwegian schools expressed a sense of relating well with their teachers and this inspires them to learn. Responding to a similar question asked to their counterparts in Tanzanian schools (*In what way do you think that history teachers in general can make the subject better for pupils?*). Students had the following suggestions:

May be more projects. When we work on projects, we really immerse ourselves in the topic at hand. It is a different and better way of being stuck into a topic than doing a written assignment. Because with projects, our grades depend on the quality of the project. We have to immerse ourselves in the task, and really get to grips with the topic to understand it properly. With

written assignments, it is more a case of simply reading a text and noting down what we (Focus group interview, #4 pp3, Norway, 21st, April 2016).

Moreover, another student had these to express:

They should have more discussion in lessons instead of sitting reading a book. When the teacher sits there talking, it is a bit off (Focus group interview, #3 pp5, Norway, 26th, November 2015).

Another student also voiced out these:

How, in a way, what consequences for instance the Second World War has today. How the Cold War still has consequences. For instance, why does Obama make it to the news screen when he visits Cuba. Things like that. That we are told ... everything has relevance to the way things are today, so we understand it. It has to do with our society today, in a way (Focus group interview, #6 pp5, Norway, 21st, April 2016).

Findings from focus group interviews from Norwegian and Tanzanian schools raise important aspects necessary for learning. While many students in Tanzanian secondary schools suggest for a motivating and friendly teacher (good relationship between students and a teacher), the Norwegian students suggest their teachers work more on the content [history subject matter] and how they can be actively involved in the lessons in order to achieve positive learning outcomes. This implies that, while students in Tanzanian schools emphasize that their teachers should observe the importance of bringing affective domain in the classroom their counterparts in Norwegian schools want more teachers' efforts on the cognitive side. One of the interesting findings in this study as suggested by focus group interviews is the integration of affective and cognitive domains for students' active learning. Therefore, alongside cognitive involvement of the students in the lesson, findings in this study suggest that, there is a vast potential in combining affective and cognitive elements in the classroom context, since two (cognitive and affective) elements are inseparable.

The study findings are consistent with Ndalichako and Komba's (2014) who revealed that students appreciated and liked teachers who displayed attributes such as considerate, friendliness

and hardworking as important elements for them to learn and like the subject. Students also disclosed that uncaring and unsociable teachers hindered and demotivated them completely from learning or attending history lessons. From this study's findings and other empirical studies, I am convinced to say that a demotivating relationship, which exists between teachers and students in some schools in Tanzania, has affected teaching and learning both positively and negatively. Positive in the sense that it has enabled teachers to take control and manage the learning environment (classrooms) whereby it has reduced disruptive behaviour during history classes. Negative because it has created a divide between teachers and students. In that way, it has neglected the importance of affection in learning processes.

Contrary, Norwegian classes records a relaxed and interactional learning environment where teachers and students are co-learners. This implies that both teachers and students have a core responsibility of ensuring that learning is occurring. Teachers in the Norwegian classrooms are generally very sensitive on the affective domain side for their students to learn. For example, in dealing with disruptive or unwanted behaviour in the classroom, the teacher will friendly go and ask the student to stop misbehaving or disrupting and the student will obey. This implies that teachers in Norwegian schools avoid using behavioral correcting approaches that will hurt feelings of a learner. This is because when the affective domain is threatened, the cognitive part of the learner cannot be active any longer as a result; the entire process of learning will have negative outcomes. As advocated by Benjamin Bloom (1956) and his associates, both affective domain and cognitive domain are very important and inseparable in a student. Therefore, if teachers want to be effective they are ought to realize the co-existence of these domains within a learner in their classrooms and they should make sure that learner's needs both cognitively and affectively are addressed for effective teaching not only in history lessons but also in other subjects. Corporal punishments and other unfriendly acts (conducted under the umbrella of correcting students' misbehavior) are not always successful to make learning history (and other subjects) more meaningful and involving.

6 Teachers' Views on ways of Teaching and Learning History

The third research question of my Master's thesis was set to investigate teachers' views on which teaching approaches (ways) a teacher should use to enhance history learning. In addition, I was concerned to find out how those views were reflected in their history lessons. In this chapter, I therefore discuss teachers' views in relation to their ideals and preferences in history teaching as observed in Norwegian and Tanzanian secondary schools. The main assumption underlying this research question is to find out whether teachers do what they say they do Hay (2010). As discussed in chapter five, the majority of the teachers rated interactive teaching methods [discussion groups, role-play and simulation] as the most useful history teaching methods. Thus, this chapter is a continuation of the previous chapter (chapter five) and centers on teachers' pedagogical preferences and ideals on history teaching.

6.1 Teachers' Workload and Teaching Experiences

In order to understand how teaching is conducted in history classes, I investigated history teachers' experiences and workload. These elements are important because they may determine the entire pedagogical practices and perspectives within a teacher. Components such as teacher's level of education, teaching experiences and number of hours, the teacher spends in teaching history per week and if she or he teaches other subjects besides history are necessary when informing about teachers' views and the practices of teaching history lessons. The table below summarizes history teachers' experiences and workload in Norway and Tanzania.

Table 5: History teachers' workload and teaching experience distribution

Variables	Tanzania	Norway
Teacher education		
Special high school	0	0
Teacher training college	1	1
Teacher training and University	1	3
University	3	1
Teaching experiences (yrs)		
<2	1	0
2-8	3	2
9-15	1	3
16-22	0	0
22+	0	0
Teaching hours per week		
<2	0	0
2-4	3	4
5-7	1	1
8-10	1	0
10+	0	0

The findings show that the teachers' experience in teaching history in both Norway and Tanzania ranged from 2 to 15 years. Teaching hours per week ranged from 2 to 10 hours. Moreover, findings from teachers' questionnaire illustrate that the level of education among teachers in Tanzanian and Norwegian schools is almost equal. For example, in Tanzanian schools, 4 out of 5 teachers had both a diploma and a University degree and one teacher had a diploma after undergoing two years in teacher training college. Likewise, in Norwegian schools, 4 out of 5 teachers are professionally trained teachers with both diploma and a University degree and again it is only 1 with a diploma qualification. Findings also show that 4 out of 5 Tanzanian history teachers had history as the only teaching subject with the exception of one teacher who teaches history and one more subject.

However, data from teachers' questionnaires show that all 5-history teachers in Norwegian schools taught other subjects besides history. This is because teachers in Norwegian schools are trained to teach more than one subject and in turn, they are expected to teach many subjects at this level [at least three teaching subjects].

Findings from table 5 suggest that teachers' history workload in both Tanzanian and Norwegian schools is on average because 7 (70%) of history teachers worked between 2 to 4 hours a week. Two teachers (20%) had a workload of 5 to 7 hours and only one teacher¹ (10%) had 8-10 hours per week. In practice however, the overall Norwegian teachers' workload is bigger compared to their counterparts in Tanzanian schools. This is due to the nature of their training which require them specialize in more than one teaching subject. This implies that history teachers in Tanzanian schools have manageable working loads and as such, they are expected to teach more effectively and more efficiently because they have enough time to prepare for the lessons.

Moreover, it is likely that 98% of teachers who filled in the questionnaire are trained to the level of University degree. However, the teaching experience component shows that the majority of the history teachers 6 (60%) are juniors who had worked between 2 and 8 years only. The conclusion I draw based on teachers teaching experiences and workloads is that in both countries, teaching experiences and level of education training may contribute a great deal to teachers' practices of teaching history in the classrooms and motivate students to like or dislike the subject. As deduced from the table above, the majority of history teachers who participated in this study had an experience of teaching that ranged between 2 to 8 years and many teachers in this category have undergone teacher training at teacher training colleges and at University level in average.

As a result, it is probable that teachers in both countries are equipped with enough pedagogy and content knowledge in the areas of their specializations. However, since the majority of the teachers have taught only between 2 and 8 years. Probably, it is not a good determinant of how conversant the teacher is in selecting teaching methods and the learning materials that will make students learn and become interested in the lesson. For example, given teachers' working experiences in Tanzanian schools, one expects them to be well equipped with learner-centered teaching approaches (when students take charge of their own learning). This is because the majority of the teachers have received teachers' education fairly recently. That is to say, teachers in Tanzanian schools were trained in the era of curriculum change in 2005 where there occurred a paradigm shift in the pedagogy. The shift from teacher-centered to learner-centered approach made the curriculum put much emphasis on the philosophy of making learners a focal point of the learning process as opposed to the previous one, which was more on teacher-centered.

Unfortunately, findings (as displayed in research question two of this thesis) revealed that, history classes are dominated by lecture methods, copying notes and textbook readings.

In regard of this, it was important to explore teachers' professional training and teaching experiences because they contribute a great deal, on how the teacher carries on the lesson in the classrooms. As in discussed in the previous chapter, the majority of the teachers agreed that interactive teaching approaches are far better in engaging students in the lesson than does the traditional teaching methods.

Comparatively, despite the fact that teachers in Norwegian and Tanzanian schools have almost similar working experience and education level, the majority of the teachers in Norwegian schools employed teaching approaches that made students become more engaged in the history lessons.

6.2 The Practice of Teaching History in the Classrooms

In order to assess how history lessons are conducted in schools, I asked teachers which teaching methods they consider the best for students to learn history lessons. This was followed by another question, which requested teachers to indicate the methods they use when teaching history. The two questions were set to find out whether what the teachers said they do is what they implemented in their lessons (this was discussed in chapter 5 in detail). This is because there is a big difference between claims and practices. The analyses of teachers' data suggest that many teachers do not always do what they say they do. The table below indicates teachers' views on the suitability of the method in teaching history and the matrix how the same teachers reported the implementation of history lessons through the same teaching method (approach).

Table 6: Teachers' views and reported usage of different teaching methods in history lessons

Teaching approach	Tanzania		Norway	
	Suitability	Use in the class	Suitability	Use in the class
Lecture	2 (40%)	3 (60%)	4 (80%)	2 (40%)
Dramatizing history	3 (60%)	0 (0%)	2 (40%)	0 (0%)
Narrations	2 (40%)	0 (0%)	5 (100%)	0 (0%)
Debate	4 (80%)	0 (0%)	5 (100%)	1 (10%)
Peer learning	5(100%)	0 (0%)	5 (100%)	3 (60%)
Discussion groups	5(100%)	2 (40%)	5 (100%)	3 (60%)
Role playing	1(10%)	0 (0%)	2 (40%)	0 (0%)
Audio-visual presentation	2(40%)	0 (0%)	4 (80%)	2 (40%)
Individual student project	2(40%)	0 (0%)	4 (80%)	2 (40%)
Question and answers	5(100%)	2 (40%)	3 (60%)	2 (40%)
Guests speaker	4(80%)	0 (0%)	3 (60%)	1(10%)

Data from teachers' questionnaire, as shown in Table 6, indicate that the teachers recommend interactive teaching approaches as the best methods for students to learn. Moreover, the majority of the teachers in both countries reported in their questionnaires that they employed interactive teaching approaches in their history lessons. However, through classroom observations, questionnaires and students' focus group interviews, it was evidenced that teachers in Tanzanian schools were doing the opposite. As discussed earlier in chapter five, most teachers in Tanzanian schools relied much on non-interactive approaches such as lecture and copying notes on the chalkboard. This implies that despite the fact that teachers rated interactive teaching methods as suitable for teaching history, they rarely used them in their teachings. Like Tanzanian teachers, Norwegian teachers also mainly rated interactive teaching methods as suitable teaching methods for history classes. For example, in the questionnaire, all teachers in Norwegian schools 5(100%) highly rated teaching methods such as peer learning, group discussions debate and narrations as the best method in teaching history.

Likewise, lecture as a teaching method is also highly rated by Norwegian teachers as suitable for history lessons. It was further deduced from focus group interviews and classroom observations that, even though Norwegian teachers had generally rated interactive teaching methods as the best for history lessons, they still lectured in their history classes. Teachers' data from

questionnaire are supplemented by students' voices in focus group interviews as follows; when asked their views on how they learn history in their classrooms; one student in Norwegian schools had the following to say:

Sometimes our teacher talks to the class, and then we have a group discussion, and always at the end of the lesson, when we spend the last ten minutes talking about what we have learned (Focus group interview, #1 pp4, Norway, 26th, November 2015).

Findings from both teachers' questionnaires and students' focus group interviews suggest that in most cases, Norwegian history classes reflects closely what teachers indicated they do in the questionnaires. However, there are cases where students' focus group interviews reveal a third teaching method commonly known as blended teaching approach. This teaching approach is said to be used when the teacher makes use of both traditional and interactive teaching methods, for example, when a teacher decides to use lectures and group discussions simultaneously. The following quotes as reflected in many of the focus group interviews in Norwegian schools illustrate more how teachers used blended teaching approach:

There are times when the teacher lectures on a topic, and we make notes on what he says and on the contents of his Power Points and presentations. In addition, we have some group work too (Focus group interview, #5 pp3, Norway, 21st, April 2016).

Similarly, another student reflects on how both non-interactive and interactive methods are used to enhance history lessons:

Mostly, the teacher stands at the front and teaches us, but we often have individual reading, or we read aloud in class, or together with the person next to us, or in small groups (Focus group interview, #6 pp3, Norway, 21st, April 2016).

Likewise, another quote illustrates as follows:

We rarely get many written tasks to do individually. It is more common for him to stand at the front with a PowerPoint talking, and we listen, ask questions and note down keywords (Focus group interview, #5 pp4, Norway, 21st, April 2016).

As the excerpts show, the interactive teaching methods seemed to dominate history lessons in Norwegian schools of which in most cases, enabled students to engage actively in the learning process as deduced from the focus group interviews (see chapter five). As established in empirical studies, by integrating two approaches in a single lesson plays a great role to make students active in the lesson. Ideally, the lecture and textbook reading were employed as tools where the teacher would guide students on how to go about a particular learning activity, sort out any misconceptions and make reflections on the lesson.

History teaching in Tanzanian schools on the contrary depicts a huge gap between what the teachers say they do and the practice of teaching history in the classrooms. Concerning this, students' focus group interviews and classroom observation sessions in Tanzanian schools, convince me to deduce the following factors. These factors hypothesize to why there is a huge gap between what teachers say they do and the actual teaching practices in history lessons. They also explain the reasons why there is teachers' maximum reliance on non- interactive approaches contrary to what takes place in Norwegian history lessons:

- Huge class sizes
- Lack of teaching resources
- Language of instructions that hinder students and teachers to express ideas
- Partial training in learner centered approaches
- Concerns regarding culture and teacher's authority (students' believe that an intelligent teacher is the one who transmits knowledge to students verbally)

Moreover, the mismatch between what teachers said they do and the actual practice of teaching in the classrooms in Tanzanian schools presumably signals two important aspects of the

pedagogy of history education. Firstly, there is a gap between the curriculum developers, designers (the Ministry of education and vocational training, MoEVT) and the implementers (teachers). Secondly, history as a school subject is not learnt and taught the way it is stipulated in the curriculum. This in turn affects the whole learning process as students are denied chance to develop active learning which can be easily fostered through interactive teaching methods. On the other hand, the mismatch in both Norwegian and Tanzania schools can be described from research methodology perspectives. That is to say, multiple data collection tools are essential if one wants to study the topic of interest thoroughly. Considering the philosophical stance guiding this study- *pragmatism*, it was made possible to discover the mismatch because of multiple uses of different data collection tools. The use of multiple techniques offers a crosschecking tool of results because there exists multiple and conflicting social realities.

6.3 Is History Knowledge for Learning or Syllabus Coverage?

It was evident from the data analysis that teachers in Norwegian and Tanzanian schools worked hard to ensure that their students learn and are equipped with important historical knowledge as required in the respective country's curriculum. The study research findings reveal that, there are circumstances when both learning was observed and circumstances when teachers taught for the sake of covering syllabus and enable students pass the national examinations. For example, when I asked students to tell how the teachers taught history lessons, some students in Tanzanian schools had views, which express that the teaching was so poor that the majority fail the examinations. The findings also suggest that mainly students learnt history to cover the syllabus and pass examinations:

You find most of the time we are busy writing notes, afterwards the teacher leaves an assignment, no discussion, this makes the lesson boring and as a result, students fail their examinations (Focus group interview, #4 pp6, Tanzania, 29th, July, 2015).

Another student also showed a sense of being unsatisfied with how history is taught by saying the following:

In my view, we are not learning history as we are supposed to. As its subject matter, history demands practical learning, which involves visits to historical sites and going to museums but that is not taking place. The teacher comes and talks, no group discussions no independent-library assignments. In that case, you find that students are failing examinations not because they are unable but because of bad teachings from the teachers (Focus group interview, #2 pp7, Tanzania, 22nd, July 2015).

A misconception that students need to read many notes if they are to pass history examinations is heavily embedded among some history teachers in Tanzanian schools. As a result, students in schools where resources such as history textbooks are in short supply are required to borrow history notes from fellow students in the upper classes and copy them down. This pedagogical practice is well illustrated in the quotes bellow:

A bad thing about our history lessons is that, the teacher wants us to make sure that we have copied all the classroom notes and start reading them. Because he says, without reading the notes, no one is going to pass the examination (Focus group interview #1 pp12, Tanzania, 22nd, July 2015).

The analysis of data and my own fieldwork experiences suggest that teaching to cover the syllabus seems to be the main agenda of many teachers in Tanzanian schools. This is supported by classroom observations, where, I noticed that the teacher came into the classroom with a history textbook and started copying notes onto the blackboard. The teacher was copying directly from the text without even simplifying the texts. The textbook seemed to contain many abstract terms, which I believe were too difficult to the students. For about 35 minutes, the teachers together with students were busy copying the text. When I asked the students how they will make use of their notes, one of the students replied that they would use the notes to read and prepare for examinations. This is because their teacher in most cases prepares examination questions based on the class notes he provides. Accordingly, a student who does not read the notes, he or she will fail the exams.

In another history classroom observation-a form two class, I noticed a rather unusual pedagogical practice. I call it unusual because, it was not the teacher who was copying notes on the blackboard but rather a student. When I asked the student, why she was the one copying notes

instead of the teacher, she replied that, she was the class leader. Therefore, the teacher had told her to copy notes on the blackboard in order for her classmates to copy in their exercise books. The teacher also instructed the class leader that, when they finish copying notes, she (the class leader) should inform the teacher so that both students and their teacher should go through the notes and discuss about the notes together in the classroom. My concern was that, the teacher might to make control of abstract words and spelling errors in the texts students copy down in their exercise books? Therefore, from both focus group interviews and classroom observations, it is tempting to hypothesize that some teachers in Tanzanian schools, teach history lessons for the sake of covering syllabi and enable students pass examinations, a strategy which strengthens students' negative perceptions towards history as a school subject. However, given the teaching and learning conditions for some schools where this study was conducted, teachers' views and the practices of teaching history and other school subjects might be influenced more by external factors governing the Tanzanian education system and not the choice of an individual teacher (structuralism versus agency perspectives). For example, in the questionnaire 4 (80%) out of 5 teachers strongly agree and one (20%) agree with the statement that, *there is shortage of history textbooks in their schools*. Likewise, 3 teachers strongly agree and 2 others agree that there is an acute shortage of teaching and learning resources.

In similar ways, the shortage of history textbooks and other teaching and learning resources were mentioned as the major problem facing history learning in Tanzania. This was captured in students' voices during focus group interviews when they were responding to question, *suppose you get one minute to talk to the Minister of Education and Vocational training, what will you tell him/her about teaching and learning history here at school?*

The government should allocate enough funds for history textbooks. History tours in schools and outside schools should be conducted. Equal importance and priority should be given to both history and science courses in higher learning institutions in terms of sponsorship and loan provisions to University and college students (Focus group interview, #3 pp7, Tanzania, 29th, July 2015).

In similar ways, another student says:

The government should provide enough history textbooks. Teachers should emphasize practical learning such as visits to museums and historical places. This will enable us learn history practically (Focus group interview, Tanzania, #4 pp6, 29th, July 2015).

An emphasis to practical learning is an agenda, which many students considered a useful towards enhancing active learning not only history but also other school subjects. In the following quote, a student mentions shortage of both textbooks and other teaching and learning resources as an obstacle that hinder students from learning history productively:

The government should provide enough history textbooks. Again, teaching and learning resources should be provided to aid us in learning because we learn better, when we see, hear and touch (Focus group interview,#2 pp10, Tanzania, 22nd, July 2015).

Indeed, the teachers' practices in teaching history in order to cover school syllabus and enable students pass examinations in Tanzanian schools could be preconditioned by the school system and the availability of teaching and learning resources in schools.

While syllabus coverage and passing history examinations seemed to be the agenda of some teachers in Tanzanian schools, the situation seems to be different in Norwegian schools. For example, findings from teachers' questionnaire indicate that 3 out of 5 teachers (60%) agree with the statement that *there is shortage of teaching and learning materials in their schools*. However, 4 out of 5 teachers (80%) disagree and one teacher (20%) strongly disagree with statement that, *there are not enough textbooks for history as a subject in schools*. On the other hand, responding to the question, *if you had one minute to talk to the Minister of Education, what would you tell him about lower secondary school pupils' views, perceptions and learning of history as a school subject? One student said:*

Pupils in general (in other classes) should have less written work, more practical exercises. You do not need to buy iPads, but perhaps more working on the internet, and presentations, and less working from the textbook (Focus group interview, #4 pp13, Norway, 26th, November 2015).

Another student says:

More oral work. Moreover, mix in a bit of board-based teaching, and go out of the classroom every now and again to see at first-hand how society is built up (Focus group interview, #4 pp13, Norway, 26th, November 2015).

The above excerpts from students suggest that for history learning, students should be oriented to various learning methods both inside and outside the classroom. Teachers should diversify their teaching. Moreover, the need to integrate both traditional (board based teaching, textbook readings, lectures) and modern (internet, computer games) teaching methods is necessary. It is also important that, in the course of creating historical knowledge both primary and secondary sources are consulted.

6.4 Does History Knowledge Focus to Produce Facts or Reflective Interpretations?

In chapter five (section 5.5), I discussed how using multiple sources can influence students' positive perceptions towards history as a school subject by enhancing broadly their understandings of historical concepts from different viewpoints. In this section, I discuss how textbooks aid students to the understanding that history knowledge is fixed and how the use of a variety of sources in the classroom enables them to understand that history knowledge is more about opinions than facts. Data from questionnaires, focus group interviews and classroom observations disclose that history school textbooks are the main source the teachers use to deliver lessons in Tanzania.

Despite the fact that in many schools history textbooks are in short supply, they remain the major, and sometimes the only, source for both teachers and students (refer section 6.4). My experience as both a teacher and student in Tanzanian education system is that, books in Tanzanian schools are considered authoritative at their own right. Therefore, as Borries and Angvik (1997) pinpoint, information found in the textbooks are considered true and in most cases goes unchallenged. The research findings reveal that textbooks in Tanzanian schools carry

historical information as linear and fixed. To students, information from textbooks are true and final. In that way, the reliance on textbooks and the teaching and learning experiences students are subjected to in Tanzanian schools has led many students regard textbooks as the only sources available, which has influenced students understand history knowledge as unquestionable facts. Given this understanding, one student in Tanzanian schools had the following views during focus group interviews:

The government should make sure that they provide enough textbooks, at least one copy for every student. It should make sure that the book publishers and authors are knowledgeable enough about the topics in schools. For example, you find that teachers teaching history here at school the same class level (let say one in form one A and the other in form one D), uses different textbooks with different information and dates. Now this is confusing because we fail to understand which textbook has the correct information (Focus group interview, #2 pp10, Tanzania, 22nd July, 2015).

The excerpt above entail that students' understanding is that, having many textbooks is confusing. Instead, they suggest that there should be core textbooks that will be used to teach history all over Tanzania. Ideally, the students' voices above imply that what is written in school textbooks are final and the truth. These findings resonate well with the previous discussed theme that in Tanzanian schools, history knowledge is conveyed to enable students pass their examinations and syllabus coverage. It is strange however, that in Tanzania, the school management congratulates a teacher for covering the syllabus but nothing is done to assess whether the same teacher has achieved the learning outcomes as stipulated in the syllabi and the curriculum. However, the interplay between reliance on textbooks and factual historical knowledge finds a better explanation from Angvik (1997) who argue that school textbooks often give one explanations of historical events or concepts upon which both teachers and students are seldom invited to question the descriptions. The point I want to make here is that the interactions students make with textbooks in the course of history knowledge creation has an effect on their cognitive development and functioning.

On the other hand, research findings from Norwegian schools provide an educational arena where history knowledge is conceived to be both factual and interpretational. Findings from questionnaires, focus group interviews and classroom observations reveal that textbooks are unpopular teaching and learning resources in Norwegian schools. However, they are still in use as supplements to other resources such as documentaries, audio visual and computer games. The use of multiple sources in history classrooms has influenced students' study of historical concepts from different perspectives. This in turn has enabled students to understand knowledge about the past as being both facts and interpretations. History as opinions has enabled some students to develop reflective and analytical thinking as captured in the following quote:

It is important to know about past events so that you can see links to the present day and maybe to the future as well. Nevertheless, the dates are just numbers, and when things happened. You cannot draw links between that kind of information and the present or the future. It is just a catalogue of when things happened (Focus group interview, #5 pp7, Norway, 21st, April 2016).

In differentiating mathematics and history, students in the following excerpts demonstrated explicitly how history is based on interpretation:

Yes, because history focuses much more on our being able to express an opinion, than on knowing the right answer. Of course, there are correct answers to some questions, but there is a huge focus on us being able to reflect around a question and express our own opinion and our own point of view (Focus group interview, #6 pp3, Norway, 21st, April 2016).

Further, another participant says:

I really like natural sciences. I do not enjoy humanities/history so much, but I do my best and I think it is difficult to explain, since there are no "right answers". You have to form your own opinions and reflect over things. I find that more difficult (Focus group interview, #6 pp2, Norway, 21st, April 2016).

The above quotations suggest that the way students are oriented to learning process presumably teaching methods (group discussion and debate) and the use of multiple sources in the classroom context seemed an important determinant factor on how students can judge about historical knowledge. The texts also suggest that there are moments when in the course of creating historical knowledge, one expects to develop both factual (recalling) knowledge and analytical knowledge which is more opinion based. These findings from Norwegian schools reflect well what Benjamin Bloom (1956) emphasizes in the development of knowledge (levels) in the cognitive domains which spans from simple recall level to the complex ones such as synthesis and evaluation.

6.5 Historical Knowledge: A tool to understand the past, present and the future

In this study, I explored to find out how historical knowledge is created in the classroom context and how students interpret it. To achieve this, I asked teachers through a questionnaire to indicate if they saw connections made by the students in the course of interpreting historical knowledge. The same question was also asked to students in both questionnaires and focus group interviews. The findings show that the majority of the teachers agreed historical knowledge enables students see and make connections between the past present and the future in the course of interpreting the past. To interpret the teachers' questionnaire responses, I grouped the answers, *strongly disagree* and *disagree* on the one hand, and *strongly agree* and *agree* on the other. Table 7 below summarizes teachers' views about students' historical knowledge across three dimensions.

Table 7: Teachers' views on students' history knowledge across the past, present and the future

Statements	Agree	Disagree
My students consider history as a study to learn from failure and success of the past	5	5
My students consider history as something dead and gone, which has nothing to do with their present life	1	9
My students consider history as the study that shows students the background of the present ways of life and explanations of today's problems	9	1
My students consider history as more than a school subject, it is a living	7	3
My students consider history as a study of the past, present and future with relevance to the contemporary events	9	1

Findings from table 7 suggest that teachers had a strong conviction that historical knowledge enables their students make connections of the past and their contemporary lives. However, 50% of teachers were not sure whether their students regard history as the study to learn from failures and success of the past. In order to understand whether students had the same or different views from that of their teachers (on students' interpretation of historical knowledge by connecting the past the present and the future), I computed frequencies and percentages from students' questionnaire. Findings suggest that, there is a positive correlation between what teachers said and what students consider history knowledge to be. For example, (81%) students disagree with the statement that, *history knowledge has nothing to do with my daily life*. Likewise, (67%) students *disagree with the statement that history is something dead and gone, which has nothing to do with my present life*. On the other hand, (81%) students agreed that history is the subject that shows background and present ways of living, (78%) students agree that history is more than a school subject it is a living. This implies that both students and teachers regard knowledge about the past as important because, it describes the present ways of living and perspectives of the future.

Findings from the questionnaire were supplemented by students' opinions voiced through the focus group interviews. The following excerpts describe how students use history knowledge to

describe how decisions of the past can contribute to the current situation and learning from other cultures:

It is important for instance that, history teachers teach and make students reflect on what happened during the Second World War under Hitler. So that people understand that really bad things have happened in the world. Moreover, that if we support the wrong people, or make the wrong decisions, it could actually happen again. It is shocking to read that several millions of people were killed because of bad decisions made by evil leaders (Focus group interview, #6 pp2, Norway, 21st, April 2016).

In similar vein, another student expressed the idea by saying:

I really enjoy everything that is about other cultures, and in a way, how things have come to be what they are today. How other nations have been treated throughout the ages, and the consequences the treatment has for today's society. Like the Jews, the Second World War, the slave trade to America, and that kind of thing (Focus group interview, #6 pp4, Norway, 21st, April 2016).

The same student continues saying:

Yes, and like the Cold War, and how the Soviet Union carried on. How different countries in Asia, many small countries there suffered huge consequences as a result. In addition, how there are still suffering up to the present day (Focus group interview, #6 pp4, Norway, 21st, April 2016).

A connection between the past, the present and the future were also captured from the quotation below when a student tried to relate what is happening in the politics of USA today with the way Hitler treated the Jews during the Second World War as well as what happened to the Jews thereafter:

...All the things Trump says, for example, that he tries laying all the blame for practically everything that is wrong in America on the illegal Mexican immigrants, he tries to give the blame for lots of stuff he says they have done wrong. Rather as Hitler blamed the Jews (Focus group interview, #4 pp8, Norway, 21st, April 2016).

Another research finding on how students can link the present and the past was captured when students were trying to explain some current events by tracing the past relations existed between cultures:

I think, for instance, Paris being bombed – perhaps it has to do with them colonising places, or that they colonised lots of countries, and Algeria or somewhere struggling for independence, and many things happened there. Maybe Paris was bombed today because of French colonisation a long time ago (Focus group interview, #1pp2, Norway 26th, November 2015).

Further, another student also says:

The colonisation might have led to some races or nations not developing compared to us in Norway, for instance. For instance, people in Tanzania and Africa, many of those countries are poor, but that is because the rich countries went in and stole all their resources. Left them in the 1500s right up to today and that is why some of the countries up here have developed so much. That is about history, it is important to know why they have not developed as well as for example Norway and America and the West (Focus group interview, #1 pp2, Norway, 26, November 2015).

Likewise, another student from Tanzania voices out to show the same link between past, suppression and present state of affairs and opportunities for the future:

Through history, we are aware of what happened to our ancestors, the way they were colonized, segregated and mistreated during colonialism. We also learn about the roles played by leaders such as Julius Kambarage Nyerere (the first president of Tanzania) in uniting people to fight for independence. Therefore, through history we learn why we were colonized and what we should do in case it re- appears. Focus group interview, #4 pp5 Tanzania, 29th, July 2015).

The examples given above show students making explicit connections between events in the past and their consequences for the present and the future. Nevertheless, some students only made a general connection without reference to specific events or processes:

Everything that happens in the present is really just a consequence of things that happened in the past, in a way. Then you can avoid making mistakes that have already happened in the past (Focus group interview, #6 pp1, Norway, 21st, April 2016).

Similarly,

It is important to know what happened in the past, too. That is really just as important as what happens in the future. To know anything about the future, you need to know about the past. So, you need to know what has already taken place in order to create a future (Focus group interview, #1 pp1, Norway, 26th, November, 2015).

Likewise, the following excerpts give a clue to what students meant when making link between the past, present and the future:

To understand both good and bad cultural practices and how to get rid of them, you need history. For example, in some societies when a king died, he had to be buried together with one of the servants. To my view, this is the highest level of cruelty, through history we have learnt about this and avoided it for good (Focus group interview, #4 pp2, Tanzania, 29th, July 2016).

Another student had the following views:

History is crucial because; it enables students understand about their ancestors, it also enables students be aware of the ways their grandparents used to solve the challenges or problems they faced. This enables students use the acquired knowledge to solve the problems facing them now and even in the future (Focus group interview, #2 pp11, Tanzania, 22nd, July 2015).

However, despite the fact that both Norwegian and Tanzanians students showed the ability to link between the past, present and the future in the course of interpretation of history knowledge, there are still visible differences, which can be seen. For example, Norwegian students based their interpretation of the past, present and the future mainly on topics such as the Holocaust, the First and Second World wars, colonialism, slave trade and current political global affairs (global history). On the other hand, Tanzanians students were linking the past, present and the future on topics such as origin of man, socio-cultural practices, slave trade, heritage, identity and colonialism (much on local and national history). Overall, from students' focus group interviews voices as analysed above, I deduce three key themes upon which students in both Norwegian and Tanzania schools seemed to associate their historical knowledge with identity (origin), culture and politics. This implies that in both countries students are eager to learn and use knowledge

acquired through history subject matter to avoid failures and solve challenges and mistakes of the past in their contemporary lives.

7 Study Summary, Implications of the Findings and Conclusions

In this study, I conducted research on students' perceptions towards history as a school subject in Norwegian and Tanzanian schools. I investigated whether teaching methods, teachers' pedagogical practices and competencies and teacher-students interpersonal relations influence students' perceptions towards history and the entire learning process.

In this chapter, I use the research findings, to synthesize and put together answers for my research questions, which were:

- i. What perceptions do secondary school students in Norway and Tanzania have towards history as a subject?*
- ii. Do teaching methods and learning styles influence students' perceptions towards history as a school subject?*
- iii. What views concerning teaching methods exist among history teachers, and are these views reflected in their teaching practices?*

7.1 Perceptions towards History Subject in Norway and Tanzania

Students' perceptions towards history as a school subject in Norwegian and Tanzanian schools appear to convey different meanings, evoke different experiences and signify different teaching and learning implications between the two countries. Connected to that, students' perceptions on history subject in both countries found to be influenced somewhat by teaching and learning methods and the relevance of the subject matter to learners' lives. The questionnaire and focus group interviews findings suggest that Norwegian students displayed much positive perceptions while Tanzanians students showed negative perceptions towards history as a school subject. With these findings, I expected that since many Norwegian students displayed positive perceptions towards history subject, many would consider studying history when they advance to University education. Surprisingly, it is only 9 out of 50 students (18%) who indicated that they

would like to further their education in history and other related social science courses at the University.

On the contrary, students in Tanzanian schools, where the majority exhibited negative perceptions towards history, 34 out of 50 students (68%) indicated that they would study history and other related social science courses at the University. These unexpected results imply two things: Firstly, although students liked history (in Norwegian schools) the majority did not consider it as an option for higher learning. Secondly, although students in Tanzania seemed to show negative perceptions towards history, the majority considered it as an option to study in higher education. This implies that perception towards subjects might not be a strong factor in career choice and professional specializations among secondary school students in Norway and Tanzania. Instead, factors such as job availability, financial benefits, professional status and prestige just to mention a few, might influence students when they make choices of higher learning education and professional specialisations.

7.2 Teaching Methods and their influence to Students' Perceptions on History as a Subject

In this study, I found a correlation between teaching methods and students' perceptions towards history as a school subject. It was evident that interactive (learner-centered) teaching methods such as group discussions, debate, peer learning, audio visual presentations, computer games just to mention a few, had a positive influence on students' perceptions and positive learning outcomes. Conversely, non-interactive methods such as lectures, reading textbooks and copying notes to the blackboard, demotivated students to learn and as a result, they displayed negative perceptions towards the subject. A reasonable explanation for this is that the former enabled students participate actively in the learning process. The students were treated as co-creators of their own learning. This in turn, evoked their interest and learning became evident. The latter however, teachers treated students as passive recipients who had to receive and act upon the directives of the teachers. As a result, there was poor or minimal participation in the learning process. Consequently, this reinforced reproduction of knowledge and memorization of facts. As a result, students became demotivated and resented history and the entire learning process. Based

on questionnaires, focus group interviews and classroom observations data, I conclude that teaching methods might be one of the main predictor of students' perceptions towards history and the learning process.

Moreover, the findings resonate well with the main claims of the constructivist social learning theory, which argue that, students should be made the focal point for the entire learning process. Interactions between peers and teachers should be emphasized (Dewey, 1929; Piaget, 1952; Bruner, 1966 and Vygotsky 1978). Nevertheless, it is worth mentioning that teaching methods cannot suffice to explain students' perceptions towards school subjects and the learning process. However, the previous research works conducted along this topic already indicate relationship between teaching methods and students' perceptions towards subjects and the entire learning process (Açıkgöz, 2005; Savich, 2009; Cannadine *et al.*, 2012; Alazzi, & Chiodo, 2004). With this study, I affirm that this also applies to students' perceptions towards history as a school subject in Norway and Tanzania.

7.2.1 The language of instructions

I also looked at the students' perceptions concerning language of instruction. Based on the language of instruction in and outside the classroom, I presumed that students learn better and are more interested and confident to study subjects that are taught in the language they are fluent. I also assumed that active participation of students to engage in the learning process could be enriched when interactive teaching methods are paired with the language of instruction, which teachers and students can communicate through to understand each other.

Although I did not take into account other factors that can influence students' perceptions in a broader perspective, still, findings from focus group interviews and classroom observations suggest that students' active participation and interest towards history lessons were partly influenced by the language of instructions. These research findings reflect the differences displayed by Norwegian and Tanzanian students during class activities and perceptions towards history as a school subject. It was evident that students in Norwegian schools were free to express ideas, ask and respond to the teachers and peers' questions. Moreover, the majority of the students displayed positive perceptions towards history and they participated actively in the learning process. This was partly because teaching was conducted in Norwegian-their mother

tongue. Tanzanian students on the other hand, displayed negative perceptions toward history and they demonstrated minimal or partial participation in the learning process. Students were reluctant to express ideas, ask and respond to teachers' oral questions in English. However, when code switching or code mixing was employed (Swahili and English), students became active in the learning process. Classroom observations disclosed that students' active participation in the learning process was limited to a few minutes only because teachers are restricted to use Swahili or code switching when delivering lessons in Tanzanian secondary schools. The research findings are in line with other scholars who argue that when students are taught in a language they are not fluent in, active learning becomes difficult (Brock-Utne, 2000; Vavrus & Bartlett, 2013; Harrison, 2013; Mellingen, 2014; Ramoupi, 2014).

7.2.2 Multiple sources and students' perceptions towards history

The findings under this section suggest that students' perceptions towards history might be influenced in a way by the use of multiple sources in creating historical knowledge. When multiple sources are used together with interactive teaching methods, students are more likely to be motivated and engage in the lesson than when only one source is employed in teaching and learning. For example, findings from teachers' questionnaire suggest that in Tanzanian schools, many teachers could not use multiple sources in teaching history because of the unavailability of the sources and limited opportunities to visit museums and historical sites. This in turn limited the students' opportunity to study historical concepts from different perspectives. Conversely, where students got oriented to analysis of multiple sources, they seemed to develop analytical and reflective skills, as they seemed to acquire historical knowledge shaped and forged through different viewpoints. This became evident through focus group interviews, where students who were oriented to multiple sources described history knowledge as more of interpretations compared to their counterparts who described history knowledge as a fixed truth. Thus, students are more likely to develop advanced historical competences, such as multi-perceptivity if they get to work with multiple sources in the classroom.

7.2.3 Student-teacher relationship

In this study, I used students- teacher relations both in and outside the classroom as an important factor in predicting students' participations and involvement in the learning process. In focus group interviews, I interviewed students to find out if teacher's personal qualities can influence them to like or dislike history subject matter. It was evident that many students seemed to acknowledge the importance of studying in a classroom setting where the teacher is friendly and open-minded. It was further revealed that students valued personal qualities in their teachers such as their ability to motivate and care, and qualities such as humor and punctuality. Findings also suggest that an open-minded teacher seemed to be a good listener, counsellor, and a guide to students in a friendlier manner than an authoritative one. More evidence comes from the study by Ndalichako and Komba (2014) who maintain that an unfriendly teacher took away students' interest towards the subject matter and participation in the learning process. Thus, friendly students-teacher relationship could be seen as a predictor for both positive perceptions towards the subject matter and the extent to which students invested their time in the learning process.

7.3 Do Teachers do what they say they do?

In exploring whether teachers do what they say they do, I asked teachers to indicate in the questionnaire, what they consider the best teaching methods in history. Following this question, I also asked them to indicate the teaching methods they employed in their history lessons. I then prepared an observation checklist, which, I used to conduct classroom observations. Findings from the questionnaires show that many teachers indicated they use interactive teaching methods such as discussion group, debate, peer learning and audiovisual presentations as the best methods. However, most teachers' classroom teaching practices, particularly from Tanzania, seemed not to match with what they said they do. For example, the majority of the teachers in both countries said they use interactive methods in their history lessons. In practice however, while many teachers in Tanzanian schools clung to non-interactive teaching methods during history lessons, their colleagues in Norwegian schools showed more flexibility by integrating both interactive and non-interactive teaching methods in a single lesson.

These research findings imply two main issues concerning the teaching and learning process. First, it is possible that there is a gap between the curriculum and the actual practices of teaching history in classrooms. My experience as a history teacher and a student in the Tanzanian education system can help to illuminate this gap. For example, teachers in Tanzanian schools remain to be mere implementers of the curriculum in school classrooms as they continue receiving directives from top down authorities. Teachers do not have any contribution in the design and formulations of these curricular. Secondly, the study findings pose a critique to the already established theorization of learning and to empirical studies in history education, which theorize that for active learning, students should be exposed to as little guidance as possible. This implies that students should be left alone to discover their own learning pace and style (see Bruner, 1973; Boyanton, 2015; Savich, 2009; Paris & Comb, 2006). In this study, the findings suggest that learner centered methods are not always effective. There are circumstances in learning when non-interactive methods such as lectures and narratives will work better than the learner- centered methods depending on the nature of the topic. Therefore, given that context, I suggest for blending teaching approaches in history lessons.

The findings also suggest that teachers' lack of accountability to their work particularly in Tanzanian schools where I observed students copying notes on the blackboard instead of their teacher, signify both lack of motivation and negligence among teachers. The effects of teachers' negligence and lack motivation to teaching had far-reaching consequences, which in turn demotivated students to learn history and other school subjects. As a result, their perceptions towards history became negative.

7.4 Practical Implications of the Study

Although the research findings for this study cannot be generalized considering several limitations and other factors highlighted in the methodology chapter, I believe that the pedagogical implications I suggest below may apply to teachers and educators in history education in Norway and Tanzania. I also believe that this research not only contributes towards the existing knowledge of students' perceptions and the pedagogy of history, it has also policy implications. Based on the study findings, I propose the following implications as invaluable to

teachers and educators in history education and the entire teaching profession. I start by highlighting suggestions reflected from research questions of this study and conclude the section with suggestions that are more specific country wise.

- Students' perceptions either positive or negative towards history or any other school subjects can be created. Motivating learning environment, interactive and engaging teaching methods and inspirational students-teacher relationship are some useful elements in ensuring that students develop positive perceptions towards history as a school subject, which in turn can influence active learning and positive outcomes in the lesson.
- Connected to the above point, the research findings might lead to general awareness amongst teachers and teacher-educators that historical knowledge should be created in an interactive learning environment, which allows interactions between classmates and teachers. The learning context should also enable learners participate in analysing both primary and secondary sources to acquire historical knowledge from multiple standpoints. To achieve this goal in and beyond the classroom, students need to develop both analytical and reflective thinking skills. Moreover, history knowledge should allow students make clear connections between the past, present and the future and relate this knowledge to their lives.
- According to the majority of the teachers in Norway and Tanzania, interactive teaching approaches are very useful in orienting students to historical knowledge. However, the mismatch between teachers' views and the practical aspect of history lessons in the classrooms calls for both policy and pedagogy compromises. Whether teachers find the recommended teaching methods from the curriculum impractical or some conditions in the classroom contexts can no longer accommodate the curriculum recommendations, is the question to be answered from policy and pedagogy negotiations.
- For Tanzanian schools, there is a need for the ministry of education and vocational (training MoEVT) reconsider its policy on the language of instructions. Whether Swahili should be the language of instructions from primary school to tertiary education or code mixing and switching (as it is now most applied in schools) should be allowed as the

official language. Brock-Utne (2000) among others, has suggested Tanzania should stop teaching in English and rather teach English as a subject.

- For Norwegian schools, in order to enrich history learning through integration of technology in history classes, teachers should plan for more inclusive teaching methods that will involve all students in the learning process. Computer games can be one of the best teaching methods but not inclusive enough. As Borries and Angvik (1997) clarifies, having a non- inclusive teaching method is confusing and frustrating to both teachers and students. Moreover, teachers should orient students to meaningful searches and use of information from the internet, in order for technology to benefit learners academically.

7.5 Conclusion

This study's findings disclose that there is a difference between Tanzanian and Norwegian students' perceptions towards history as a school subject. While many students in Tanzanian schools showed negative perceptions towards history, the majority of the students in Norwegian schools displayed positive perceptions towards history as a school subject. The findings in this study concur with other empirical studies, which document both positive and negative students' perceptions towards history as a school subject. For example, scholars (Cannadine *et al.*, 2011; Clark, 2008 cited in Harrison, 2013; Savich, 2009; Alazzi & Chiodo, 2004; Shveta, 2006; and Nor Azan & Wong, 2008) report students' negative perceptions towards history. Conversely, Chiodo and Byford's (2004), Khawlidah (1987) and Hess (2001) cited in Alazzi and Chiodo, 2004) and Borries and Angvik (1997) report students' positive perceptions towards history.

Many of the empirical studies highlighted above speculate that students' negative or positive perceptions towards history as a school subject are closely linked to teaching and learning approaches, relevance of history subject matter, significance others and student-teacher relations, elements which this study findings strongly affirm. Findings from this study and other empirical studies in education, suggest that there is a relationship between student's negative perception towards history as a school subject and non- interactive teaching method (such as lectures and copying notes). Further, in this study finding, non-interactive teaching methods are associated with memorization of facts and reproduction of knowledge. On the contrary, the

findings in this study propose that there is a close relationship between students' positive perceptions towards history as a school subject and interactive teaching methods. In this study, it was further disclosed that active learning, analytical and reflective thinking skills development in a learner could be easily enhanced in an interactive learning setting than it does in a non-interactive learning context. In reviewing the literatures, similar argument is also captured in Boyanton (2015) who supplement that with well-established interactive teaching methods, students become assured of three key elements in learning: first, high level of motivation, secondly, high level of engagement in the lesson (which create room for higher order thinking skills) and third, positive learning outcomes.

Therefore, in order to make sure that active learning and positive perceptions towards history are realized, teachers' deliberate move from non-interactive teaching to interactive teaching methods or integrations of the two is vital. The move should enable students change from being passive recipients to active learners who take charge of their own learning as guided by teachers. As Lee (2006 cited in Seixas, 2004) put it clearly, historical accounts are not copies of the past. In order, students develop powerful ideas about history and the past they should be guided to realize this in a more meaningful way. Wineburg (2001) expands on what Lee suggests by extrapolating that taught well, history fosters tolerance for complexity and intolerance for simple answers. In my views, this is what history education in schools should strive to achieve.

8 References

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9 Appendices

APPENDIX 1A

DISCUSSION GUIDE (ENGLISH VERSION)

STUDENT'S PERCEPTIONS TOWARDS HISTORY SUBJECT (NORWEGIAN AND TANZANIAN SECONDARY SCHOOLS)

QUESTIONS

1. I would like to begin by asking each of you to tell me a little about yourself and your family and about school subjects, you are studying here at school. (This question is intended for rapport building)

If I heard you correctly, you all mentioned history as one of your core subjects here at school. DO you think it is important to have subjects like History in the curriculum? Why do you think so?

2. My experience as a history teacher is that, I have come across some of my students who ask themselves, “why should I study history in a modern society? History is no longer relevant at present!” How many of you would agree with my student’s doubts, why? and those who wouldn’t agree can you tell me why you don’t?
3. In connection to the previous question, there are those who believe that history is for weak students who have failed natural science subjects- chemistry, physics and mathematics. What are your reactions to that?
4. How do you differentiate history subject from mathematics?
 - a. In terms of difficulties
 - b. In terms of job market
 - c. Respect in the society
 - d. The way it is taught
5. a. Now tell me a little about your history classes. Describe what you do.

- b. Is the History teacher friendly? Do you like him/her, how?
 - c. What do you like most about your history classes? What do you dislike most?
6. What are some of the things you feel history teachers should do to make the subject more enjoyable?
 7. What do you think is the best way of learning history subject?
 8. Does history as a subject have meaning and impact in your life? How?
 9. Suppose you had one minute today to talk to the Minister of education, what would you say about student's views on history subject?
 10. Anyone with a comment she/ he would like to add about the topic?

Thanks

APPENDIX 1B.

INTERVJUGUIDE (NORWEGIAN VERSION) FOKUSGRUPPESTUDIE OM ELEVERS OPPFATNING AV HISTORIE/SAMFUNNSFAG (UNGDOMSSKOLEELEVER I NORGE OG TANZANIA)

SPØRSMÅL

1. Til å begynne med, kan dere fortelle litt om dere selv, familien, og hvilke fag dere har her på skolen? (Intensjonen bak dette spørsmålet er relasjonsbygging.)
Dere nevnte samfunnsfag/historie som ett av skolefagene dere har. Synes dere det er viktig å lære om slikt som historie? Hvis ja, hvorfor?
2. Jeg er selv historielærer, og noen ganger hører jeg at noen av elevene mine spør hva som egentlig er vitsen med å lære om historie i et moderne samfunn. De føler ikke at det er så relevant for oss her og nå. Er det noen av dere som kjenner dere igjen i slike tanker? Kan dere fortelle meg hvorfor? Og de som ikke er enige, kan dere forklare hvorfor dere ikke er enige?
3. (I forbindelse med det forrige spørsmålet) Noen av elevene mine mener at historie/samfunnsfag passer best for elever som ikke er så skoleflinke, gjerne de som ikke er så gode i realfag/naturfag (kjemi, fysikk, matematikk). Hva mener dere om det?
4. Hva mener dere er den største forskjellen mellom historie som skolefag, og matematikk som skolefag?
5. a. Kan dere fortelle meg litt om historietimene i klassen deres? Hvordan jobber dere?
b. Er historielæreren grei? Liker dere ham/henne? Hvorfor/hvorfor ikke?
c. Hva liker dere best med historietimene? Hva liker dere minst?
6. Hvordan tenker dere at historielærere kan gjøre faget bedre for elevene?
7. Hva synes dere er den beste måten å lære i historiefaget?
8. Er historiefaget relevant/aktuelt i ditt liv? Påvirker faget deg? Hvis ja, på hvilken måte?
9. Hvis du fikk ett minutt med Kunnskapsministeren, hva ville du fortelle ham om hva ungdomsskoleelevers syns om historiefaget i skolen?
10. Er det noen som har noe annet de vil si om det vi har pratet om?

SLUTT

**APPENDIX 1C. MASWALI YA MAJADIRIANO KATIKA VIKUNDI (SWAHILI
VERSION)**

**MTIZAMO NA MAONI YA WANAFUNZI KUHUSU SOMO LA HISTORIA KATIKA
SHULE ZA SECONDARI- NORWAY NA TANZANIA**

MASWALI

1. Nianze kwa kuwaomba kila mmoja wenu ajitambulishe na mniambie masomo mnayosoma hapa shuleni.
2. Kama nimewasikia vizuri, kila moja wenu ametaja somo la historia kama mojawapo ya masomo mama mnayosoma hapa shuleni. Je mnadhani ni muhimu kuendelea kuwa na somo la historia katika mitaala yetu?
3. Uzoefu wangu kama mwalimu wa historia nimekutana na wanafunzi wenye mtizamo hasi na chanya juu ya somo la historia. Je ni nini maoni na mtizamo wenu kuhusu somo hili?
4. Nikirejea swali hapo juu, kuna wengine wanadiliki kusema, somo la historia ni kwa ajili ya wanafunzi wenye Uwezo mdogo darasani na ambao wameshindwa kusoma masomo ya sayansi (Hesabu, Fizikia na Kemia). Ni nini maoni yenu juu ya wanafunzi wenye mtizamo huu?
5. Unalitofautishaje somo la Hesabu na Historia katika nyanja zifuatazo?
 - e. Ugumu wa somo
 - f. Upatikanaji wa ajira
 - g. Heshima katika jamii
 - h. Jinsi somo linavyofundishwa
6. Sasa tuongeele kidogo juu ya ujifunzaji wa somo la historia darasani. Mnajifunzaje somo la historia mnapokuwa darasani?
 - a. Vipi kuhusu mwalimu wenu wa historia, anafundishaje?
 - b. Je ni mwalimu mzuri? anaeleweka vizuri?
 - c. Je ni vitu gani mnavyovipenda sana na msivyo vipenda juu ya somo la historia?

6. Je mngenda mwalimu wa historia afanye vitu gani ili muweze kujifunza somo vizuri zaidi?
7. Mnadhani ni njia zipi bora kwa ajili ya kujifunza somo la historia?
8. Je historia kama somo lina umuhimu wowote katika maisha yako ya kila siku?
9. Kama ungepata ongepata angalau wasaa wa dakika moja wa kuongea na waziri mwenye dhamana ya elimu na mafunzo ya ufundi, ungemweleza vitu gani kuhusu somo la historia?
10. Je kuna mtu mwenye chochote cha kuongeza juu ya haya tuliyoyaongea

Asanteni sana

APPENDIX 3A. QUESTIONNAIRE FOR STUDENTS (ENGLISH VERSION)

Through this questionnaire, you are requested to provide information regarding how you learn and experience history subject both in school and in your daily life. You are also asked concerning your, perceptions and thoughts about history subject if it has any meaning to your life. Your answers remain anonymous.

Section A: Respondents Particulars

1. Date: _____ Month _____ Year _____
2. Gender: Boy Girl
3. What is your age: _____ (years)
4. What is the name of your school _____
5. What is your class stage _____
6. What is your nationality _____
7. What is your history score in the last term examination: _____
8. Please rank the following subjects you are currently studying. (Please rank all subjects from 1[the most you are interested to] to 6[least interested to])
 - Mathematics..... []
 - English..... []
 - Norwegian..... []
 - Social science..... []
 - Religion []
 - Physics []
 - Other subject..... [] Mention it _____
9. Why do you think the subject you ranked number 1 is so of interest to you
.....
.....

From question 10- 19, you are given numbers 1,2,3, and 4 which stand for 1=(SD- Strongly disagree), 2 (D-Disagree), 3=(A-agree) and 4=(SA- Strongly agree). *Indicate your level of agreeing by cycling the response of your choice.*

10. What does history mean to you?	SD	D	A	SA
a. History has no relevance outside school	1	2	3	4
b. A source of adventure, excitement and fascinating	1	2	3	4
c. History is nothing rather than stories of the past	1	2	3	4
d. A study about the past, present and the future stories	1	2	3	4
e. Something dead and gone, which has nothing to do with my present life	1	2	3	4
f. Shows the background of the present way of life and explanations of today's problem	1	2	3	4
g. An accumulation of cruelties and disasters	1	2	3	4
h. It is more than a school subject it is a living	1	2	3	4
11. In your opinion, how do you differentiate History from mathematics	SD	D	A	SA
a. History is easy to learn compared to Mathematics	1	2	3	4
b. History is a more boring subject than mathematics	1	2	3	4
c. History involves more memorizations of facts than mathematics	1	2	3	4
d. Mathematics is for bright students as History is for weak students	1	2	3	4
e. I can pass History examinations with less efforts while that is not the case with Mathematics exams	1	2	3	4
f. History has more desirable jobs than Mathematics	1	2	3	4
g. History teachers (historians) are well paid compared to mathematics teachers(mathematician)	1	2	3	4
h. History teachers are more respected than the mathematics teachers in our community	1	2	3	4

12. In your views ,what do you associate History subject with today	SD	D	A	SA
a. A study of kings and queens with less emphasis to common people	1	2	3	4
b. A study of heroes who ruled the World	1	2	3	4
c. A study of inequalities and exploitations	1	2	3	4
d. A study that helps to promote a sense of national pride and identity among youths	1	2	3	4
e. A study of memorizing dates and events only	1	2	3	4
f. A study about everyday events	1	2	3	4
g. A study of great wars and great economic achievements, such as the industrial revolution	1	2	3	4
h. A study of the past, present and the future with relevance to the contemporary events	1	2	3	4

13. Do you plan to study history in your higher education (University)? (Circle your answer)

YES..... (If your answer is YES, go to question number 14)

NO..... (If your answer is NO, go to question number 15)

14. I plan to study history in my higher education (university) because	SD	D	A	SA
a. It is the only study I like the most	1	2	3	4
b. I want to be a historian teacher in the future	1	2	3	4
c. I want to work in the museums in the future	1	2	3	4
d. Of my interest in politics, I need to study history	1	2	3	4
e. It enables me understand my country and her people better	1	2	3	4
f. It enables me understand the history of other people	1	2	3	4
g. It stimulates my thinking and inquiry	1	2	3	4
h. It enable me avoid the failures of the past	1	2	3	4
i. It is the only option that can enable me go to university	1	2	3	4
j. It is easy to learn	1	2	3	4
k. It gives me chance to visit some historical places	1	2	3	4
J. It enables me understand the past, the present and the future	1	2	3	4
15. I don't plan to study history in my higher education (University)	SD	D	A	SA

because				
a. It is boring	1	2	3	4
b. It is nothing more than a mass of confusing facts	1	2	3	4
c. It is poorly taught	1	2	3	4
d. It involves memorization of facts	1	2	3	4
e. It is irrelevant	1	2	3	4
f. I am not interested in history	1	2	3	4
g. My scores are always not good in history examinations	1	2	3	4
h. It is a study for weak students	1	2	3	4
i. A history teacher is not friendly	1	2	3	4
j. It is not taught practically	1	2	3	4
k. I don't like it at all	1	2	3	4

16. What usually does your History teacher do in your History lessons?	SD	D	A	SA
a. My history teacher gives me the opportunity to decide on my own learning	1	2	3	4
b. My history teacher gives me/us a chance to discuss a topic with him/her when learning	1	2	3	4
c. My history teacher encourages me to think critically and answer what I think	1	2	3	4
d. I find myself enjoying learning History in teamwork	1	2	3	4
e. My history teacher encourages me by telling me that there is "no wrong answer"	1	2	3	4
f. When I don't understand something, my teacher tries to explain it in different ways	1	2	3	4
g. My history teacher asks me to read history materials with an open mind and unbiased	1	2	3	4
h. My history teacher encourages me that I copy history notes correctly	1	2	3	4
i. My history teacher wants me to give answers based on what he/she has taught previously	1	2	3	4
j. My history teacher asks me to make a critical reflections about the past and relate them to contemporary events	1	2	3	4
17. What are the teaching materials that dominates your history lessons	SD	D S	A	SA

a. School-textbooks	1	2	3	4
b. TV-documentaries	1	2	3	4
c. Films	1	2	3	4
d. Real objects (stones, plants)	1	2	3	4
e. Maps or Drawings or pictures	1	2	3	4
f. Posters/ images	1	2	3	4
g. Articles, newspapers	1	2	3	4
18. What are the teaching methods that dominates your History lessons	SA	D	A	SA
a. Teachers telling (lecture method)	1	2	3	4
b. Other adults telling (parents, grandparents, specialists)	1	2	3	4
c. Visits to museums	1	2	3	4
d. Debate	1	2	3	4
e. dramatization- performing history	1	2	3	4
f. Individual student project/homework	1	2	3	4
g. Peer learning	1	2	3	4
h. Discussion groups	1	2	3	4
i. Question and answers	1	2	3	4
19. What usually do you do when learning history lessons	SD	D	A	SA
a. I ask questions the teacher when I don't understand something	1	2	3	4
b. I ask my classmate a question when I don't understand the topic	1	2	3	4
c. I work on my own	1	2	3	4
d. I only copy notes written by the teacher on the board	1	2	3	4
e. I listen from the teacher and note down what the teacher says	1	2	3	4
f. I participate in a group work provided by the teacher	1	2	3	4
g. I debate on the topic a teacher puts forward to the class	1	2	3	4
h. I read the text book on the topic a teacher is teaching	1	2	3	4
i. I participate in reading and analysing different text books on the topic together with the teacher	1	2	3	4
j. Answer orally the questions asked by the teacher	1	2	3	4

k. I dramatize history	1	2	3	4
l. Present my findings from a given homework for class discussion	1	2	3	4

Thank you very much for Answering this Questionnaire

APPENDIX 3B. SPØRRESKJEMA FOR ELEVER (NORWEGIAN VERSION)

Dette spørreskjemaet handler om hvordan du lærer om historie og dine tanker rundt historiefaget i skolen og i dagliglivet ellers. Du blir også spurt om dine tanker rundt og oppfatninger av historiefaget, og om det er relevant i ditt liv. Alle svarene dine vil forbli 100 % anonyme.

1. Dato: _____ (måned/år)

2. Kjønn: gutt jente

3. Alder: _____ (år)

4. Skole: _____

5. Klassestrinn: _____

6. Statsborgerskap: _____

7. Siste karakter i historiefaget (standpunkt): _____

8. Hvorinteressert er du i de ulike skolefagene dine? Her skal du sette tallene 1 til 6 for å vise hvilke fag som er mest interessante for deg. Sett [1] ved siden av det faget du finner mest interessante, [2] ved siden av det nest mest interessant, helt ned til [6] ved siden av det faget du er minst interessert i.

Matematikk []

Engelsk []

Norsk []

Samfunnsfag []

KRLE []

Naturfag []

Andre fag [] Spesifiser _____

9. Hvorfor synes du faget du har satt på førstevalg er mest interessant?

På spørsmål 10 – 19 skal du sette ring rundt ett tall, enten 1, 2, 3 eller 4, for hvert spørsmål i tabellen.

1 = Veldig uenig (VU), 2 = Uenig (U), 3 = Enig (E) og 4 = Veldig enig (VE).

10. Hvilken betydning har historie for deg?	VU	U	E	VE
a. Historiefaget har ingen relevans utenom skolen	1	2	3	4
b. Historiefaget er en kilde til eventyr, spenning og fascinasjon	1	2	3	4
c. Historiefaget handler bare om fortellinger fra fortiden	1	2	3	4
d. Historiefaget handler om fortellinger fra fortiden, nåtiden og fremtiden	1	2	3	4
e. Historiefaget handler om ting som skjedde for lenge siden, og har ingenting med mitt liv å gjøre	1	2	3	4
f. Historiefaget viser bakgrunnen for nåtidens levemåte og kan hjelpe å forklare dagens problemer	1	2	3	4
g. Historiefaget handler omen hel masse ondskap og katastrofer	1	2	3	4
h. Historie handler om mer enn bare et skolefag, det er et levende og aktuelt fag	1	2	3	4
11. Hva mener du er den største forskjellen mellom skolefaget historie og skolefaget matematikk?	VU	U	E	VE

i. Historie er lettere å lære enn matematikk	1	2	3	4
j. Historie er mer kjedelig enn matematikk	1	2	3	4
k. I historiefaget er det mer pugging av fakta enn i matematikk	1	2	3	4
l. Matematikk passer best for skoleflinke elever, og historiefaget passer bedre for de som er mindre skoleflinke	1	2	3	4
m. Det er mindre arbeidskrevende for meg å få gode karakterer i historie enn i matematikk	1	2	3	4
n. Historiefaglig utdanning fører til bedre jobber enn matematisk utdanning	1	2	3	4
o. Historielærere/historikere får bedre lønn enn matematikklærere/matematikere	1	2	3	4
p. Historielærere har høyere status i vårt samfunn enn matematikklærere	1	2	3	4

12. Hvilke av følgende forbinder du mest med historie som skolefag?	VU	U	E	VE
i. Fokus på konger og dronninger heller enn vanlige folk	1	2	3	4
j. Fokus på helter som styrte verden	1	2	3	4
k. Fokus på ulikhet, og utnyttelse	1	2	3	4
l. Et fag som er med på å fremme nasjonal stolthet og identitet hos ungdommer	1	2	3	4
m. Fokus på å pugge datoer og historiske hendelser	1	2	3	4
n. Fokus på hverdagslige hendelser	1	2	3	4
o. Fokus på store kriger, og viktig samfunnsendringer som for eksempel den industrielle revolusjonen	1	2	3	4
p. Fokus på hendelser i fortiden, nåtiden og fremtiden som er aktuelle i forhold til dagens samfunn og hendelser	1	2	3	4

13. Har du planer om å studere historie på høyskole/universitet? Sett ring rundt JA eller NEI.

JA (Hvis du svarer JA, gå til spørsmål 14)

NEI (Hvis du svarer NEI, gå til spørsmål 15)

14. Jeg har planer om å studere historie på høyskole/universitet fordi ...	VU	U	E	VE
l. Det er favorittfaget mitt	1	2	3	4
m. Jeg har lyst å bli historielærer	1	2	3	4
n. Jeg har lyst å jobbe på museum	1	2	3	4
o. Jeg er opptatt av politikk og da er det viktig med historiekunnskap	1	2	3	4
p. Historiefaget hjelper meg å forstå mitt land og mitt folk	1	2	3	4
q. Historiefaget hjelper meg å forstå historien til andre folkeslag	1	2	3	4
r. Historiefaget hjelper meg å tenke selv og undersøke verden rundt meg	1	2	3	4
s. Historiefaget hjelper meg å unngå feilene som ble gjort før i tiden	1	2	3	4
t. Historiefaget er det eneste jeg kommer til å klare å studere	1	2	3	4
u. Historiefaget er et lett fag	1	2	3	4
v. Historiefaget vil gi meg anledning til å besøke historiske åsteder	1	2	3	4
w. Historiefaget hjelper meg å forstå fortiden, nåtiden og fremtiden	1	2	3	4
15. Jeg har ingen planer om å studere historie på høyskole/universitet fordi ...	VU	U	E	VE
l. Det er kjedelig	1	2	3	4
m. Det er bare en haug med forvirrende fakta	1	2	3	4
n. Undervisningen er for dårlig	1	2	3	4
o. Det krever for mye pugging av fakta	1	2	3	4

p. Det er irrelevant	1	2	3	4
q. Jeg er ikke interessert i historie	1	2	3	4
r. Jeg pleier ikke å få så gode karakterer i historiefaget	1	2	3	4
s. Det egner seg best for mindre skoleflinke elever	1	2	3	4
t. Jeg har hatt en historielærer som ikke var hyggelig	1	2	3	4
u. Det er et altfor lite praktisk fag	1	2	3	4
v. Jeg liker overhodet ikke historiefaget	1	2	3	4

16. Hva pleier historielæreren din å gjøre i historietimene i din klasse?	VU	U	E	V E
k. Historielæreren min lar meg være med og bestemme hvordan jeg skal lære	1	2	3	4
l. Historielæreren min lar meg/oss være med og diskutere hvert tema vi skal lære om	1	2	3	4
m. Historielæreren min oppfordrer meg til kritisk tenkning og til å gi uttrykk for mine egne meninger	1	2	3	4
n. Historielæreren min legger opp undervisningen slik at jeg trives med å lære om historie i gruppearbeid med andre	1	2	3	4
o. Historielæreren min oppmuntrer meg ved å si at det finnes ingen feil svar	1	2	3	4
p. Når det er noe jeg ikke forstår, prøver historielæreren min å forklare det på ulike måter	1	2	3	4
q. Historielæreren min ber meg om å lese historiske tekster med et åpent sinn og uten å dømme	1	2	3	4
r. Historielæreren min er opptatt av at jeg skal være nøye når jeg lageregne notater fra boken/undervisningen	1	2	3	4
s. Historielæreren min vil helst at svarene mine samsvarer med det hun/han har lært meg	1	2	3	4

t. Historielæreren min vil at jeg skal komme med kritisk refleksjon over historiske hendelser og se forbindelser med dagens hendelser	1	2	3	4
17. Hvilke undervisningsmaterialer brukes mest i historieundervisningen i din klasse? Ranger fra 1-4. (1 er minst og 4 er mest).				
h. Læreboken/lærebøker	1	2	3	4
i. Fjernsynsdokumentarer	1	2	3	4
j. Filmer	1	2	3	4
k. Fysiske gjenstander (f.eks. steiner, planter)	1	2	3	4
l. Kart, tegninger, bilder	1	2	3	4
m. Plakater, fotografier, bilder	1	2	3	4
n. Artikler, aviser	1	2	3	4
18. Hvilke undervisningsmetoder er mest brukt i historietimene i din klasse? Ranger fra 1-4. (1 er minst og 4 er mest).				
19.				
j. Læreren(e) forteller/foreleser	1	2	3	4
k. Andre voksne forteller (foreldre, besteforeldre, spesialister)	1	2	3	4
l. Museumsbesøk	1	2	3	4
m. Diskusjon i klasserommet	1	2	3	4
n. Dramatisering av historiske hendelser	1	2	3	4
o. Individuelt arbeid/lekser	1	2	3	4
p. Elevene lærer hverandre	1	2	3	4
q. Gruppearbeid	1	2	3	4
r. Lærer stiller spørsmål	1	2	3	4
20. Hvordan lærer du best i historietimene?	VU	U	E	V E
m. Jeg spør læreren når det er noe jeg ikke forstår	1	2	3	4

n. Jeg spør en medelev når det er noe jeg ikke forstår	1	2	3	4
o. Jeg jobber selvstendig	1	2	3	4
p. Jeg skriver av det læreren skriver på tavlen/smartboard	1	2	3	4
q. Jeg lytter til læreren og skriver det læreren forteller	1	2	3	4
r. Jeg deltar i gruppearbeid som læreren setter i gang	1	2	3	4
s. Jeg holder debattinnlegg om et tema læreren presenterer for klassen	1	2	3	4
t. Jeg leser i historieboken om temaet læreren underviser om	1	2	3	4
u. Jeg er med på å lese og analysere ulike bøker om temaet sammen med læreren	1	2	3	4
v. Jeg svarer muntlig på spørsmål fra læreren	1	2	3	4
w. Jeg dramatiserer historiske hendelser	1	2	3	4
x. Jeg presenterer leksearbeidet mitt muntlig for hele klassen	1	2	3	4

Tusen takk for at du ville delta i denne undersøkelsen!

APPENDIX 2. OBSERVATION SCHEDULE FOCUSED ON TEACHER AND STUDENTS CLASSROOM BEHAVIOUR

Focus: Does a teacher and students co-learn

How is the lesson sequenced?

S/N	Teaching/ Learning activity	Observed	Not observed
1.	Learning is a two way process between a teacher and students		
2	Questioning by the teacher is open ended		
3	Questioning by the teacher is close ended		
4	Questioning by the teacher is both open and close ended		
5	Students expressing ideas		
6	Students asking the teacher questions		
7	The teacher responding to students' questions		
8	Students' level of satisfaction from teacher's response (nod, facial expressions)		
9	Students interacting one another (discussion)		
10	Teacher employing varieties of teaching methods		
11	Several teaching resources consulted by a teacher and students in the course of teaching and learning		
12	Students' active participation in the lesson		
13	Students showing interest towards the lesson		
14	Students not paying attention to the lesson		

**APPENDIX 3C. DODOSO KWA WANAFUNZI WA SHULE ZA SEKONDARI
(SWAHILI VERSION)**

Dodoso kwa Wanafunzi wa shule za Sekondari

Kupitia dodoso hili unaombwa kutoa maoni yako juu ya ujifunzaji wako wa somo la Historia. Vilevile unaombwa kutoa maoni, mtazamo na uzoefu wako kuhusu somo la Historia na ni nini nafasi ya Historia kama somo shuleni na katika maisha yako ya kila siku.

Sehemu A: Taarifa binafsi

1. Tarehe _____ Mwezi _____ Mwaka _____
2. Jinsi : Me Ke
3. Umri wako ni miaka mingapi? _____
4. Jina la shule unayosoma? _____
5. Unasoma kidato cha ngapi? _____
6. Wewe ni raia wan chi gani? _____
7. Nitajie maksii za mtihani wako wa Historia muhula uliopita: _____
8. Katika masomo yaliyo orodheshwa hapa chini andika namba 1-8 ukianza na somo unalolipenda zaidi na malizia na somo unalolipenda kidogo.
Hisabati..... []

English..... []

Kiswahili []

Historia []

Geography []

Physics []

Biology..... []

Somo Jingine []. Tafadhali litaje _____
9. Ni kwa nini somo ulilolipa namba 1 unalipenda kuliko masomo mengine?

10	Kwa mtazamo wako historia inamaanisha nini kama somo shuleni na katika maisha yako ya kila siku?	SK	S	N	NK
a.	Historia kama somo halina umuhimu katika maisha yangu ya kila siku.				
b.	Historia kama somo halina umuhimu katika maisha yangu ya kila siku.	1	2	3	4
c.	Ni chanzo cha maarifa na burudani	1	2	3	4
d.	Historia ni masimulizi ya mambo yaliyopita.	1	2	3	4
e.	Ni masimulizi kuhusu mambo yaliyopita, yaliyopo na yanayokuja.	1	2	3	4
f.	Ni somo muhimu linalofundisha jinsi ya kutatua matatizo na changamoto kuhusu mambo yaliyopita.	1	2	3	4
g.	Ni somo linaloonyesha mlundikano wa ukatili waliofanyiwa watu na majanga mbalimbali katika jamii	1	2	3	4
h.	Historia ni zaidi ya somo shuleni ni maisha yetu ya kila siku.	1	2	3	4
		1	2	3	4
11	Kwa maoni yako unalitofautishaje somo la historia na hisabati?				
a.	Historia ni somo rahisi kujifunza kuliko hisabati.				
b.	Historia kama somo linachosha zaidi kuliko hisabati.	1	2	3	4
c.	Somo la historia linamtaka mwanafunzi kukariri zaidi kuliko hisabati	1	2	3	4
d.	Hisabati ni kwa ajili ya wanafunzi wenye uwezo mkubwa darasani historia ni kwa ajili ya wanafunzi wenye uwezo mdogo darasani.	1	2	3	4
e.	Ili nifaulu mtihani wa historia sihitaji kusoma sana lakini nahitaji kusoma sana ili kufaulu mtihani wa hisabati	1	2	3	4
f.	Historia lina nafasi kubwa za ajira kuliko hisabati.	1	2	3	4
g.	Walimu wa historia wanalipwa vizuri zaidi kuliko wale wa hisabati	1	2	3	4
	Walimu wa historia wanaheshimika zaidi katika jamii yetu kuliko wale wa hisabati	1	2	3	4
12.	Ni nini mtazamo wako juu ya somo la historia?	1	2	3	4
a.	Historia ni somo rahisi kujifunza kuliko hisabati				

b.	Historia kama somo linachosha zaidi kuliko hisabati	1	2	3	4
c.	Somo la historia linamtaka mwanafunzi kukariri zaidi kuliko hisabati	1	2	3	4
d.	Hisabati ni kwa ajili ya wanafunzi wenye uwezo mkubwa darasani historia ni kwa ajili ya wanafunzi wenye uwezo	1	2	3	4
e.	Ili nifaulu mtihani wa historia sihitaji kusoma sana lakini nahitaji kusoma sana ili kufaulu mtihani wa hisabati	1	2	3	4
f.	Historia lina nafasi kubwa za ajira kuliko hisabati.	1	2	3	4
g.	Walimu wa historia wanalipwa vizuri zaidi kuliko wale wa hisabati	1	2	3	4
h.	Walimu wa historia wanaheshimika zaidi katika jamii yetu kuliko wale wa hisabati	1	2	3	4
13.	Je una mpango wa kusoma somo la historia katika masomo yako ya elimu juu (Chuo kikuu)? (Zungushia jibu lako) NDIYO... (Kama jibu lako ni NDIYO jibu swali namba 14) HAPANA... (Kama jibu lako ni HAPANA, jibu swali namba 15)	1	2	3	4
14.	Nina mpango wa kusoma historia katika masomo yangu ya chuo kikuu				
a.	Historia ndilo somo pekee ninalolipenda kuliko mengine				
b.	Kwa sababu ninataka kuwa mwalimu wa historia hapo baadae	1	2	3	4
c.	Kwa sababu ninataka kufanya kazi katika mkumbusho na sehemu zingine za kihistoria	1	2	3	4
d.	Kwa sababu ya mapenzi yangu kwenye siasa ni lazima nisome historia	1	2	3	4
e.	Itanisaidia kuelewa kuelewa watu wan chi yangu	1	2	3	4
f.	Itanisaidia kuelewa vizuri historia na utamaduni wa watu wengine	1	2	3	4
g.	Historia huboresha kufikiri kwangu na kujifunza	1	2	3	4
h.	Elimu itokanayo na historia iananijenga na kunisaidia kuepuka matatizo yaliyowakumba watu wa zamani.	1	2	3	4
i.	Historia ndiyo somo pekee litakaloniwezesha kwenda chuo kikuu	1	2	3	4
j.	Historia ni somo rahisi kujifunza	1	2	3	4
k.	Kwa sababu historia itanipa nafasi ya kutembelea maeneo mbalimbali ya kihistoria	1	2	3	4

l.	Historia hunisaidia kuelewa matukio na mambo yaliyopo, yaliyopita na yajayo.	1	2	3	4
15.	Sitarajii kusoma somo la historia katika masomo yangu ya elimu ya juu (chuo kikuu) kwa sababu	1	2	3	4
a.	Ni somo linalochosha kwa sababu linahitaji kukariri tu na siyo kuelewa				
b.	Halina nafasi katika maisha yetu ya kila siku.	1	2	3	4
c.	Somo la historia linafundishwa vibaya mashuleni.	1	2	3	4
d.	Linahusisha kukariri tu matukio na wala siyo kuelewa	1	2	3	4
e.	Somo la historia halina uhalisia katika maisha yetu ya kila siku	1	2	3	4
f.	Historia ni kati ya masomo nisyoyapenda	1	2	3	4
g.	Sina ufaulu mzuri katika somo la historia	1	2	3	4
h.	Ni somo kwa ajili ya wanafunzi wenye uwezo mdogo darasani	1	2	3	4
i.	Mwalimu wa historia hafundishi vizuri, ni mkali na haeleweki	1	2	3	4
j.	Historia haifundishwi kwa vitendo bali kwa nadharia tu	1	2	3	4
k.	Silipendi somo la historia hata kidogo	1	2	3	4
16.	Ni nini afanyacho mwalimu wako anapokuwa darasani kufundisha somo la historia	1	2	3	4
a.	Mwalimu wetu wa historia hutupatia nafasi ya kuuliza maswali na kujifunza tuwapo darasani.				
b.	Mwalimu wetu wa historia hutupatia nafasi ya kujadili topic darasani kwa pamoja.	1	2	3	4
c.	Mwalimu wetu wa historia humsisitizia kila mmoja wetu kufikiri kwa makini kabla ya kujibu maswali darasani.	1	2	3	4
d.	Nafurahia zaidi kujifunza historia katika kazi za makundi (group discussion) tuwapo darasani.	1	2	3	4
e.	Mwalimu wetu husisitizia kila mmoja wetu kujaribu kujibu maswali yaulizwayo darasani kwa sababu hakuna jibu la ovyo.	1	2	3	4
F	Mwalimu wetu hutumia njia mbalimbali zinazotuwezesha kulielewa somo	1	2	3	4

G	Mwalimu wangu hunisisitizia kusoma vitabu na maandiko tofauti tofauti ili kuelewa taarifa mbali mbali za kihistoria.	1	2	3	4
H	Mwalimu wangu wa historia hunisisitizia kukopi kwa usahihi notes anazozindika ubaoni.	1	2	3	4
I	Mwalimu wangu wa historia hunitaka kutoa majibu kulingana na kile tu alichokifundisha darasani.	1	2	3	4
J	Mwalimu wangu wa historia hunisisitizia kusoma na kutumia elimu itokanayo na somo la historia kama njia mojawapo ya kujikinga na matatizo, changamoto na mambo yaliyopita.	1	2	3	4
17.	Ni mambo/ vitu gani hutumiwa zaidi na mwalimu wako darasani kama nyenzo za kujifunzia na kufundishia somo la historia.	1	2	3	4
a.	School-textbooks (Vitabu)				
b.	TV-documentaries (show katika luninga)	1	2	3	4
c.	Films (Filamu)	1	2	3	4
d.	Vitu halisi (mawe, mimea)	1	2	3	4
e.	Ramani, michoro na picha.	1	2	3	4
f.	vipeperushi/ images	1	2	3	4
g.	Vitini, magazeti	1	2	3	4
18.	Ni njia zipi za kufundishia hutumiwa na mwalimu wako wakati wa somo la historia?	1	2	3	4
a.	Lecture (Mihadhara)				
b.	Masimulizi toka kwa wageni waalikwa-wazazi	1	2	3	4
c.	Kutembelea makumbusho	1	2	3	4
d.	Midahalo darasani	1	2	3	4
e.	Michezo ya kuigiza mambo mbalimbali ya kihistoria	1	2	3	4
f.	Homework(kazi ya nyumbani)	1	2	3	4
g.	Peer teaching (kufundishana sisi kwa sisi)	1	2	3	4
h.	Kazi katika makundi (Discussion groups)	1	2	3	4

i.	Kwa njia ya maswali na majibu	1	2	3	4
19.	Ni mambo gani unayafanya katika kujifunza somo la historia uwapo darasani?	1	2	3	4
a.	Namuuliza mwalimu maswali nisipolielewa somo.				
b.	Nawauliza wanafunzi wenzangu maswali nisipoelewa mada darasani	1	2	3	4
c.	Ninajisomea peke yangu	1	2	3	4
d.	Ninakopi na kuandika notisi daftarini mwangu	1	2	3	4
E	Ninamsikiliza mwalimu na kukopi notisi kutoka kwa mwalimu.	1	2	3	4
F	Ninashiriki katika kazi za makundi zinazotolewa na mwalimu darasani.	1	2	3	4
G	Ninashiriki katika mjadala na wanadarasa wenzangu darasani.	1	2	3	4
H	Ninasoma Vitabu na Vitini kuhusu mada anayoifundisha mwalimu	1	2	3	4
I	Ninasoma kitabu na kushiriki mjadala darasani pamoja na mwalimu	1	2	3	4
J	Ninajibu kwa njia ya mdomo maswali yauliuzwayo na mwalimu darasani	1	2	3	4
K	Ninashiriki katika maigizo darasani	1	2	3	4
L	Ninawasilisha majibu ya homework yangu darasani na kushiriki mjadala darasani.	1	2	3	4
		1	2	3	4

Nakushukuru kwa ushiriki wako katika kujibu Dodoso hili.

APPENDIX 4. TEACHERS QUESTIONNAIRE

In this questionnaire you are invited to provide information regarding your experience in teaching History subject here at school. Through the questionnaire you are asked to tell various teaching methods you use when presenting history lessons. You are also asked to provide information pertaining to your student's perceptions and attitudes towards history subject.

Section A. Participant's Details

1. Date: _____ Month _____ Year _____
2. Gender: Male Male
3. School Name _____
4. Nationality _____
5. Which kind of teacher education did you receive? (*Tick the appropriate bracket for you*)

A special high school..... []

Teacher training college..... []

University and teacher training college..... []

University..... []

Other..... []

Please specify.....

How many years of history teaching experience (including the present year) do you have?

Less than two years []

2 to 8 years..... []

9 to 15 years..... []

16 to 22 years..... []

More than 22years..... []

6. How many history hours do you teach per week (this year)

- 2 to 4 hours..... []
- 5 to 7 hours..... []
- 8 to 10 hour []
- More than 10 hours..... []

7. Besides history, do you teach any other subject (s) here at school?

If your answer is **Yes**, which are they -----

If your answer is **No**, move to the next question

In question **number 9 -13** below, you are given with number **1, 2, 3 and 4** which stands for **SD (Strongly disagree), D (Disagree), A (Agree) SA (Strongly)** Please indicate your level of agreeing by circling (✓) the appropriate response

8. How would you describe your student's perception towards history subject?	SD	D	A	SA
a. My students consider history more as a study of telling about the past	1	2	3	4
b. My students consider history as a source of adventure, excitement and fascinating	1	2	3	4
c. My students consider history as nothing rather than stories of the past	1	2	3	4
d. My students consider history as a study to learn from failures and success of others	1	2	3	4
e. My student consider history as something dead and gone, which has nothing to do with their present life	1	2	3	4
f. my students consider history as the study that shows students the background of the present way of life and explanations of today's problem	1	2	3	4
g. My students consider history as the study about the accumulation of cruelties and disasters	1	2	3	4

h. My students consider history as more than a school subject it is a living	1	2	3	4
i. My students consider history as a study to understand their identity and culture	1	2	3	4
j. My students consider history as a study of the past, present and the future with relevance to the contemporary events	1	2	3	4
k. My students consider history as a study of memorizing dates and events only	1	2	3	4
l. My students consider history as a source of their national consciousness	1	2	3	4

9. To what extent do you agree with the following statements	SD	D	A	SD
a. There is lack of qualified history teachers in secondary schools	1	2	3	4
b. There is low wages to teachers	1	2	3	4
c. There is little emphasis on history teachers training compared to science teachers training by the government	1	2	3	4
d. There is lack of extra courses (in-service) to teacher's training	1	2	3	4
e. There is shortage of teaching learning materials	1	2	3	4
f. There is lack of student's interest in history subject	1	2	3	4
g. There is a big workload for history teachers in secondary schools	1	2	3	4
h. There is too little time for history lessons given in the school time tables	1	2	3	4
i. There is little funding allocated to history education research in schools	1	2	3	4
j. There is no enough textbooks for history as a subject	1	2	3	4
k. There is little funding in my school allocated for students to visit museums for learning purposes	1	2	3	4
l. There is little coverage of historical facts in the News papers	1	2	3	4
m. There is a negative attitude on history as a subject from the public	1	2	3	4

10. What are the best teaching methods for learning History?	SD	D	A	SA
a. Lecture method	1	2	3	4
b. Dramatization (performing history)	1	2	3	4
c. Telling or stories	1	2	3	4
d. Debate	1	2	3	4
e. Peer learning	1	2	3	4
f. Discussion groups	1	2	3	4
g. Role playing	1	2	3	4
h. Audio-visual presentations	1	2	3	4
i. Individual student project	1	2	3	4
j. Question and answers	1	2	3	4
k. Guest speaker	1	2	3	4
11. In my history lesson classes I employ the following teaching materials	SD	D	A	SA
a. School text books	1	2	3	4
b. TV- documentaries	1	2	3	4
c. Films or videos	1	2	3	4
d. Real objects (stones, plants)	1	2	3	4
e. Maps, drawings or pictures	1	2	3	4
f. Posters/ images	1	2	3	4
g. Articles or Newspapers	1	2	3	4
h. Written sources	1	2	3	4
i. Archives	1	2	3	4
j. Written sources				

12. What is your additional comments in relation to;
a. Student's perceptions towards History subject

.....
.....
.....

b. Student's participation in the History classes

.....
.....
.....

c. Additional teaching materials not mentioned in question number 12

- i.
- ii.
- iii.

Thank you very much for answering this questionnaire