

**CURRICULUM SHIFTS AND THE TEACHING OF HISTORY IN
UGANDA: A CASE OF SECONDARY SCHOOLS IN
MBARARA DISTRICT, 2000-2015**

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DECLARATION

I, Kaburahoona Louis declare that this thesis is my original work and has never been submitted to any university or institution of higher learning for any award.

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APPROVAL

This is to certify that this thesis has been carried under our supervision and is now ready for submission to Kampala International University with my approval.

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DEDICATION

This thesis is dedicated to my beloved wife Jane Byarugaba and my well cherished children who have been a source of support to the successful completion of this research work.

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LIST OF ABBREVIATIONS

A-Level.....Advanced Level

FGDs Focused Group Discussions

ICTs.....Information Communication Technologies

MoESMinistry of Education and Sports

NCDC.....National Curriculum Development Center

O-Level.....Ordinary Level

UNESCO.....United Nations Educational, Scientific and Cultural Organization

ABSTRACT

This study investigated curriculum shifts and the teaching of history in secondary schools in Uganda using Mbarara district as a case study. Despite the so many decades of western education in Uganda and the periodic shifts in Uganda's secondary school curriculum [at least in theory after every five years], questions continue to persist about the relevance of the content taught. The increasing number of the jobless youths could be a reflection of the students not acquiring the skills, knowledge and competences needed for the world of work. The study sought to achieve the following objectives: to examine the aims and objectives of teaching history in secondary schools in Uganda; to determine the need for curriculum shift for history teaching in secondary schools in Uganda; and to find out the effects of curriculum shifts on the teaching of history in secondary schools in Uganda. The study adopted a qualitative approach using a cross-sectional survey design. Systematic and purposive sampling techniques were also used in this study. A sample of 125 respondents was selected for the study. The respondents included district education officers, head-teachers, deputy head-teachers and directors of studies. Others were the history teachers and history students. The data were collected using interviews, focus group discussions and observations for primary data and the review of related literature for secondary data. Data was qualitatively analyzed, that is, by narrative analysis and content analysis. This involved a phenomenological approach of the deep understanding of the views and experiences of the participants, description, interpretation and narration of the emerging issues out of which authentic conclusions were made and quoting extensively in verbatim. The study established that the aims and objectives of teaching history in secondary schools in Uganda were multifaceted ranging from local to international issues of political, governance, economic, technological and socio-cultural values. The study revealed that there are several areas of concern which are social, cultural, technological, economic and political which justify the need for curriculum shift for history teaching in secondary schools in Uganda. The study revealed that there were both positive and negative effects of curriculum shifts on the teaching of history also termed as social, cultural, technological, economic and political. Curriculum shift was found to unlock the good ideas about how to improve teaching and learning in order to achieve the aims of education. The study concludes that the aims and objectives of teaching history in secondary schools in Uganda remain largely redundant or buried even when the papers of history taught explicitly show this. The study concludes that curriculum shift for history teaching in secondary schools in Uganda requires a multifaceted approach involving stake holders such as experts in curriculum planning, teachers, students, government, parents and donors to ease the implementation phase. The study further concludes that the effects of curriculum shift on the teaching of history in secondary schools in Uganda remain blurred and obscured since the content taught has differed little from the colonial days to the present. The study recommends that curriculum planners have to ensure that the pedagogies and methods employed by history teachers reflect the aims and objectives of teaching history. The study recommends that curriculum reforms should put all stake holders such as experts in curriculum planning, teachers, students, government, parents and donors on board in order to critically determine where the need lies. The study also recommends that regular forums should be established at the school, district, regional and national levels to assess how shifts in curriculum affect the teaching of history.

CHAPTER ONE

INTRODUCTION

1.1 Introduction

This chapter presents the back ground to the study, statement of the problem, purpose of the study, specific objectives of the study, research questions, scope of the study and significance of the study.

1.2 Background of the study

The background of the study presents the historical, theoretical, conceptual and contextual perspectives.

1.2.1 Historical perspective

The world over, the issue of curriculum shifts is not a new phenomenon as countries endeavor to make their education systems relevant and competitive in a globalized world (Clegg, et al., 2012). The need for fundamental reforms of the secondary education curriculum, assessment and examinations system is strongly supported and hotly debated in both developed and developing countries (Sumi, 2016). Curriculum shifts are thus, guided by the notion that the contemporary school education system falls short of the public expectations and hence the need to innovate and prepare students for higher education and work life (MoES, 2006). Most African countries have maintained education systems that are a replica of their colonial past with little touch to the realities facing the continent (Clegg, et al., 2012; Sumi, 2016). This arrangement has raised questions about the relevance of the curriculums which post-colonial African countries follow since the knowledge that is imparted in the learners by their teachers remains largely academic, theoretical, bookish and is not hands-on (Clegg, et al., 2012), thereby providing many angles of reflection and the

need for creative ideas. In Uganda [including Mbarara District], formal education was introduced by the missionaries at the start of the 20th century. The curriculum [and education] was thus, tailored to suit the clerical and administrative needs of the missionaries and colonial masters. Since then, Uganda [including Mbarara District], has continued to follow a curriculum that is largely based on the British colonial education system arrangement. Nevertheless, Uganda has had curriculum shifts with regard to the choice of the papers and content taught in the various subjects [including history] usually after every five years at least in theory. However, not all teachers and learners fully subscribe to the philosophical ideals of curriculum shifts. Consequently, some papers and topics are preferred by both teachers and learners alike, other factors notwithstanding. This practice may be one of the effects of curriculum shifts on the teaching of history in secondary schools in Uganda including [including Mbarara District].

1.2.2 Theoretical perspective

The theoretical basis for this study was derived from Piaget's theory of constructivism advanced in 1936 by Jean Piaget. There are compatibilities of Piaget's theory with curriculum shifts and practice. Piaget's theory is a useful framework that guides instruction with features of the theory that can be operationalized [in the context of the curriculum shifts] with relevant constructs for teachers (Barry, 1982) and the teaching of subjects such as history. The theory emerged as an inquiry about the cognitive development that studied how children develop intellectually throughout the course of childhood (Jeremy, 2003). Jeremy notes that prior to Piaget's theory, adolescents were often thought of simply as mini-adults. The theory argues that people produce knowledge and form meaning based upon their experiences [for which curriculum shifts like in history should be based on]. Piaget's theory covered learning theories, teaching methods and education reforms (Barry, 1982; Jeremy, 2003).

These are critical in any curriculum shift and the teaching of history. The theory also provides a framework for understanding how cognition and thinking develops (Jeremy, 2003). This also has implications for the history teaching and curriculum shift. By providing ample opportunities for children in the curriculum to interact with the environment through all their senses, it allows them to gain a better understanding of the world around them [including history]. This obviously, has an effect on how history is taught and understood. Jean Piaget's theory of cognitive development in children has shaped and influenced the way we design and develop our curricula as well as how we teach and impart knowledge. According to Barry (1982) and Jeremy (2003), Piaget's theory produced the idea of stages in childhood development. This could be replicated in the way curriculum shifts illustrate how history should be taught from one stage to another in order to suit the stages of childhood development. This idea is used to predict the capabilities of what a learner can or cannot understand depending on their stage of development [as envisaged in the curriculum shifts and teaching of history]. Piaget's theory also deals with the nature of knowledge itself and how humans gradually come to acquire, construct and use it. Piaget's theory of cognitive development has already been used to enhance classrooms and the learning that takes place. For example, the notion of 'discovery learning' stemmed from Piaget's theory wherein children learn best through learning that allows active exploration and the construction of the mental model of the world (Nancy & Philip, 1977). This ought to be the focus for curriculum shift and teaching of history in Uganda.

In this study, Jean Piaget's theory of constructivism was regarded as an alternative to Vygotsky's theory of constructivism and the behaviorism theory. Vygotsky's theory of socio-cultural learning highlights the role played by social and cultural interactions in the learning process. Vygotsky's theory states that knowledge is co-constructed and that individuals learn from one another. The behaviorism theory of learning on the other hand is based on the idea

that all behaviors are acquired through conditioning with the environment (Jeremy, 2003). Both theories do not have stages like Jean Piaget's theory. The researcher felt that the meaningful way to study curriculum shift and the teaching of history was to regard them as developing in stages as envisaged in Piaget's theory where a child's cognition and thinking develops in stages. As adopted in this study, Piaget's theory of constructivism illustrates how curriculum shifts and the teaching of history should take into consideration the cognitive levels of development of the learners. However, in adopting Piaget's theory of constructivism, the researcher is aware of its weaknesses. The major criticism stems from the very nature of a 'stage theory'. The stages may not be as accurate as Piaget believed.

1.2.3 Conceptual perspective

The concise definition or meaning for the term curriculum shift is blurred. However, the term curriculum shift incorporates those changes or revisions that make the curriculum different in some way in order to give it a new position and direction (McKernan, 2007). For example, by altering its philosophy by way of its aims and objectives reviewing the content included, revising its methods and rethinking its evaluator procedures. Curriculum shift has gained prominence the world over as countries try to make their education systems competitive and relevant. As a result, the term curriculum shift has attracted many explanations. Alison (2019) considers curriculum shift to incorporate innovations and actions that improve the learning environment by adapting a method of presenting material to students that involves human interaction, hands-on activities and student feedback. For its part, UNESCO (2007) looks at curriculum shift to include revisions in knowledge, skills and attitudes expected to be learned by all students, generally related to a set of subjects and learning areas that are common to all students, such as languages, mathematics, arts, physical education, science and social studies. On his part, Kelly (2009) opines that a curriculum shift incorporates into being a syllabus

which guides the planning of teachers to the consideration of the content or the body of knowledge that is transmitted or a list of the subjects to be taught or both. In the above explanations, there is a consensus that curriculum shift is a broad issue that embraces reforms or revisions that aim to transform all subjects [such as history] across all levels with new ways of organizing how they are taught based on the principles of competency-based education, learner-centred education, vocationalization of the curriculum and a shift from knowledge focus to skill focus education (Brahm, et al., 2019). An understanding of curriculum shifts and a clear conception of the curriculum are necessary conditions for improved practice.

History and teaching also have their own definitions. The English Dictionary for Advanced Learners (n ...) defines history as the study of events of the past while teaching is defined as a job of the teacher [someone whose job is to teach]. John Jacob Anderson (1821–1906) defined history is a narration of the events which have happened among mankind, including an account of the rise and fall of nations, as well as of other great changes which have affected the political and social condition of the human race while Edward Hallett Carr (1892–1982) defined history is a dialogue between the present and the past. The general consensus in the definitions is that history is about the study of the past events.

In this study, curriculum shift(s) refer to the revisions that make the curriculum different by giving it a new position and direction in terms of its aims and objectives, content, methods, pedagogies and evaluation procedures. It also embraces innovations that could be economic, social and technological. For this study the teaching of history was taken to refer the techniques of imparting history knowledge [or past events] to the learners using textbooks and examinations with the teacher as the chief facilitator. In the teaching of history, the

teacher leads the students in the study of the past events for example, in Uganda and around the world.

1.2.4 Contextual perspective

During the post-independence period in the 1960s, the education system of Uganda was considered as one of the best in East and Central Africa. However, the enduring conflicts in Uganda from the second half of the 1960s to the mid-1980s had a devastating impact on all aspects of social, economic and political life [including secondary education] (Semboja, 1995). The structural adjustment programmes of the World Bank and International Monetary Fund of the 1990s could not much with the educational aspirations of Ugandans or to bridge the gaps in the education sector (Kamulegeya, 2003; Semboja, 1995). The curriculum and content taught have continued to torment the stake holders [students, teachers, parents, Ministry of Education and donors]. Moreover, secondary education is supposed to provide opportunities for socio-economic transformation to the young (Clegg, et al., 2008). Clegg, et al., contend that the quality of secondary education is a prerequisite for successful integration of the young people into the modern economy and for the ability of countries to benefit from the Information Communication Technologies (ICTs) and compete successfully in the globalized knowledge. Mbarara District boasts of numerous secondary schools [at least not less than 54 in number] and therefore, an ideal laboratory for investigating curriculum shift and the teaching of history. The persistent question in Uganda is whether what is being taught in secondary schools [including those in Mbarara District] meets the societal needs especially for the job market that needs hands-on. There are arguments and counter arguments as to whether the content taught in Ugandan schools still holds water any more. This is even worse for subjects such as history that is deemed bookish and therefore, contributing to the rising unemployment. As opined by MoES (2006), the existing secondary school curriculum is

focused on the needs of the few and academically-oriented people. One reason for curriculum shift includes the curriculum being outdated. Uganda often uses the same study materials for ages even after curriculum shifts. Curriculum shifts aim at restructuring the curriculum according to the needs, interests or abilities of the learner for which the curriculum in Uganda is accused of lacking. In the context of curriculum shift and the teaching of history, a number of factors interplay to influence the history and content taught (e.g., political, educational, social, cultural, psychological, pedagogical, economic, technological and legal). Curriculum shift in this way eliminates unnecessary units, teaching methods and contents that plague the curriculum in Uganda by introducing the latest and up-to-date methods of teaching and content as well as new knowledge and practices. It is on the premise of this back ground that the researcher investigated curriculum shifts and the teaching of history in Uganda from 2000 to 2015 using Mbarara District as a case study.

1.3 Statement of the problem

Increasingly, the Ugandan government is recognizing the importance of investing in secondary education although the sector has largely remained the most unreformed as compared to tertiary and primary education levels (Clegg, et al., 2012). The challenge for the Ugandan government is not just to expand secondary education, but also to enhance the quality of education. This is indicative of the relationship between the curriculum and the transformation of Uganda which remains an intensely discussed area (Belgian Development Corporation, 2016). What is clear though is that secondary education is central in the progress of the Ugandan society (Clegg, et al., 2008). Despite the so many decades of western education in Uganda and the periodical shifts in Uganda's secondary school curriculum [at least in theory after every five years], questions continue to persist about the relevance of the content taught (Belgian Development Corporation, 2016; Clegg, et al., 2012). The situation

has not either been sorted out by the formation of the National Curriculum Development Centre (NCDC) way back in 1973. The increasing number of the jobless youths could be a reflection of the students not acquiring the skills, knowledge and competences needed for the world of work. The NCDC is tasked to formulate clear guidelines in the curriculum and indeed a number of curriculum shifts have occurred in the Uganda's educational system since then. Such shifts have directly touched the content, materials used and the ways in which history is taught in secondary schools across Uganda. The teaching of history has also remained a debatable issue among the stakeholders as to whether it should be a core subject. Curriculum shifts have the potential to impact upon the ways in which history is taught, learnt and assessed in secondary schools. This prompted the researcher to conduct a study on curriculum shifts and the teaching of history in secondary schools in Uganda.

1.4 Purpose of the study

The purpose of this study was to investigate curriculum shifts and the teaching of history in secondary schools in Uganda from 2000 to 2015 with Mbarara district as a case study.

1.5 Specific objectives of the study

The study sought to achieve the following objectives:

1. To examine the aims and objectives of teaching history in secondary schools in Uganda.
2. To determine the need for curriculum shift for history teaching in secondary schools in Uganda.
3. To find out the effects of curriculum shifts on the teaching of history in secondary schools in Uganda.

1.6 Research questions

The study sought to answer the following questions:

1. What are the aims and objectives of teaching history in secondary schools in Uganda?
2. What need is there for curriculum shift for history teaching in secondary schools in Uganda?
3. What are the effects of curriculum shifts on the teaching of history in secondary schools in Uganda?

1.7 Scope of the study

The study on curriculum shifts and the teaching of history in secondary schools in Uganda was carried out in Mbarara District in western Uganda. The study was conducted between July 2017 and November 2017. The major concepts investigated included the aims and objectives of teaching history in secondary schools in Uganda; the need for curriculum shift for history teaching in secondary schools in Uganda; and the effects of curriculum shifts on the teaching of history in secondary schools in Uganda.

The study was guided by the Piaget's (1936) theory of constructivism which argues that people generate knowledge and form meaning based upon their experiences. Piaget's theory covered learning theories, teaching methods and education reforms. The theory also provides a framework for understanding how cognition and thinking develops.

The study adopted a qualitative approach using a cross-sectional survey design. Systematic and purposive sampling techniques were also used in this study. A sample of 125 respondents was selected for the study. The data were collected using interviews, focus group discussions and observations for primary data and the review of related literature for secondary data.

1.8 Significance of the study

Data on curriculum shifts and the teaching of history in secondary schools in Uganda are sketchy and often generalized. It is hoped that this study will contribute to the extension of the frontiers of knowledge in the field of curriculum design and the teaching of history in secondary schools in Uganda in particular and the world at large. The study is expected to improve on practice by forming a useful material for reference to other researchers and readers in their quest to expand knowledge on curriculum design and teaching of history. The study is also expected to improve on policy through its findings, conclusions and recommendations for proper planning and institutionalization of a framework for action into curriculum design and the teaching of history. The findings, conclusions and recommendations are expected to benefit educationists, teachers, students, researchers, ministry of education, politicians, curriculum planners and opinion leaders. The use of such specific knowledge will improve the quality of curriculum design and the teaching of history and help stakeholders to base their decisions and actions on concrete knowledge of issues supported by research other than subjective judgments.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

The literature discussed in this chapter presents a theoretical review and conceptual framework related to curriculum shifts and the teaching of history. The literature also relates to the objectives of the study which include the aims and objectives of teaching history, need for curriculum shift in history and effects of curriculum shifts on the teaching of history.

2.2 Theoretical review

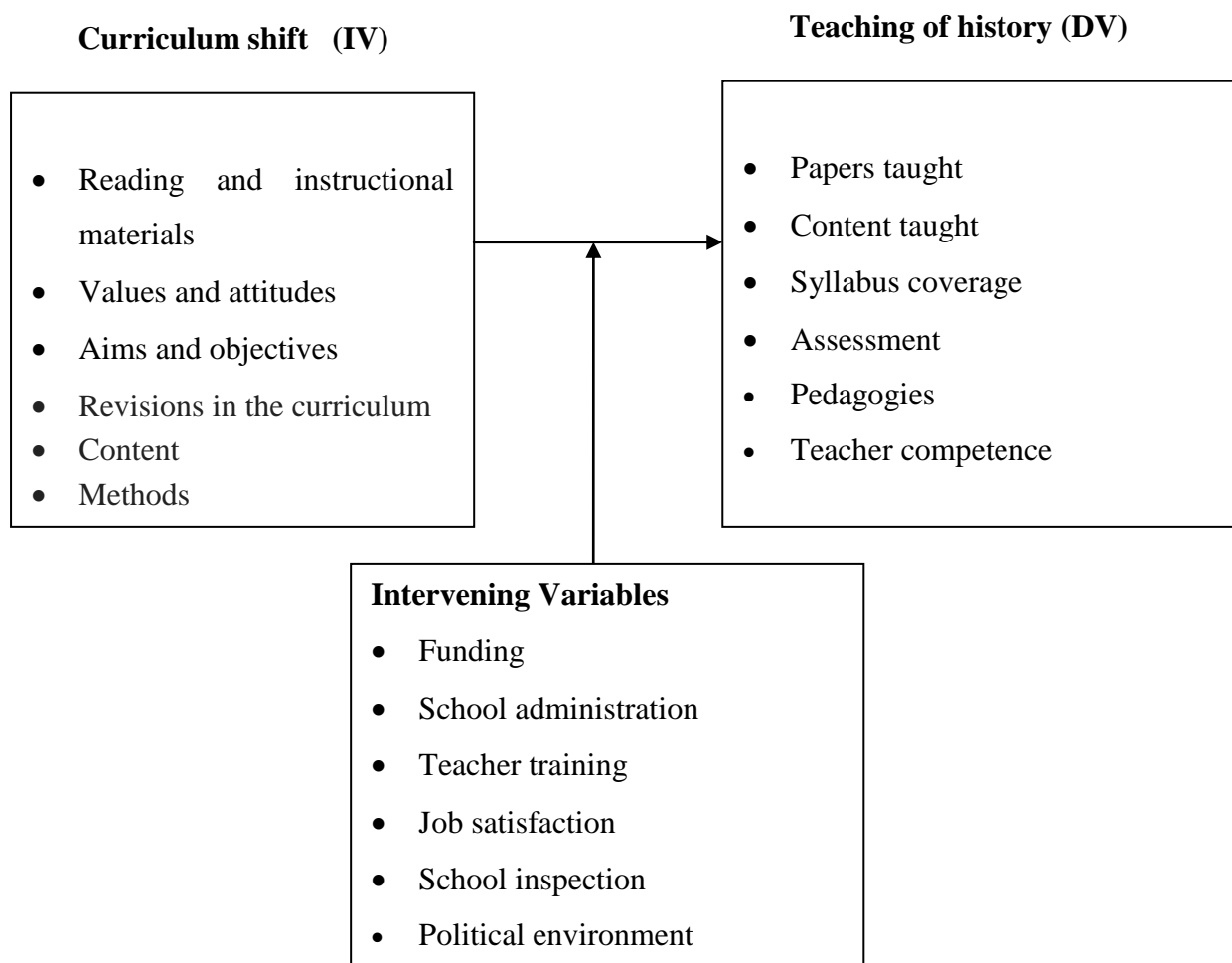
The theoretical basis for this study was derived from Piaget's theory of constructivism advanced in 1936 by Jean Piaget. There are compatibilities of Piaget's theory with curriculum shifts and practice. Piaget's theory is a useful framework that guides instruction with features of the theory that can be operationalized [in the context of the curriculum shifts] with relevant constructs for teachers (Barry, 1982) and the teaching of subjects such as history. The theory emerged as an inquiry about the cognitive development that studied how children develop intellectually throughout the course of childhood (Jeremy, 2003). Jeremy notes that prior to Piaget's theory, adolescents were often thought of simply as mini-adults. The theory argues that people produce knowledge and form meaning based upon their experiences [for which curriculum shifts like in history should be based on]. Piaget's theory covered learning theories, teaching methods and education reforms (Barry, 1982; Jeremy, 2003). These are critical in any curriculum shift and the teaching of history. The theory also provides a framework for understanding how cognition and thinking develops (Jeremy, 2003). This also has implications for the history teaching and curriculum shift. By providing ample opportunities for children in the curriculum to interact with the environment through all their

senses, it allows them to gain a better understanding of the world around them [including history]. This obviously, has an effect on how history is taught and understood. Jean Piaget's theory of cognitive development in children has shaped and influenced the way we design and develop our curricula as well as how we teach and impart knowledge. According to Barry (1982) and Jeremy (2003), Piaget's theory produced the idea of stages in childhood development. This could be replicated in the way curriculum shifts illustrate how history should be taught from one stage to another in order to suit the stages of childhood development. This idea is used to predict the capabilities of what a learner can or cannot understand depending on their stage of development [as envisaged in the curriculum shifts and teaching of history]. Piaget's theory also deals with the nature of knowledge itself and how humans gradually come to acquire, construct and use it. Piaget's theory of cognitive development has already been used to enhance classrooms and the learning that takes place. For example, the notion of 'discovery learning' stemmed from Piaget's theory wherein children learn best through learning that allows active exploration and the construction of the mental model of the world (Nancy & Philip, 1977). This ought to be the focus for curriculum shift and teaching of history in Uganda.

In this study, Jean Piaget's theory of constructivism was regarded as an alternative to Vygotsky's theory of constructivism and the behaviorism theory. Vygotsky's theory of socio-cultural learning highlights the role played by social and cultural interactions in the learning process. Vygotsky's theory states that knowledge is co-constructed and that individuals learn from one another. The behaviorism theory of learning on the other hand is based on the idea that all behaviors are acquired through conditioning with the environment (Jeremy, 2003). Both theories do not have stages like Jean Piaget's theory. The researcher felt that the meaningful way to study curriculum shift and the teaching of history was to regard them as developing in stages as envisaged in Piaget's theory where a child's cognition and thinking

develops in stages. As adopted in this study, Piaget’s theory of constructivism illustrates how curriculum shifts and the teaching of history should take into consideration the cognitive levels of development of the learners. However, in adopting Piaget’s theory of constructivism, the researcher is aware of its weaknesses. The major criticism stems from the very nature of a ‘stage theory’. The stages may not be as accurate as Piaget believed.

Figure 2.1 Conceptual framework showing the relationships between variables



Source: Adapted from the Baraka, et al. (2017) and Sumi (2016).

The conceptual framework above illustrates a link between the independent variable, dependent variable and intervening variables. The independent variable which is curriculum shift has several constructs that include the aims and objectives, content, reading materials,

methods, evaluation, values and attitudes while the dependent variable which is the teaching of history includes the content taught, syllabus coverage, assessment and pedagogies. The intervening variables include funding, school administration, teacher training, school inspection and political environment. In the conceptual frame work, curriculum shifts is depicted as directly influencing the teaching of history. However, this influence may be modified by extraneous factors such as funding, school administration, teacher training, school inspection and political environment.

2.3. Literature review

2.3.1 Aims and objectives of teaching history

History like other subjects in the school curriculum has aims and objectives for teaching it. The aims are usually general and long term goals desired to be realized through teaching history and are the same as that of education (e.g., the all-round development of an individual). By studying history, the aims is at helping students to understand the present existing social, political, religious and economic conditions of the people (Hakeem, 2004; Holt, 1990). Hakeem and Holt point out that the present is in fact the child of the past and it is a development of the past. The subsections below give an insight into the objectives of teaching history.

2.3.1.1 Re-connection to the past

It can be argued that without the knowledge of history, we cannot have the background of our religion, customs, institutions, administration, technology, environment, etc., as our present conditions are a reflection of the past problems (Cobbold & Oppong, 2010). To understand the present, we must see the past which is hidden in it. Some people consider it to be so important that they are in favor of teaching history backwards that is, they would start with

the present items and then go back in reverse order till they reach the past (Dwarko, 2007). It is to be realized that history is a study of the present and not of the dead past since we are not interested in the past for sake of it. The teaching of history helps the students to explain the present, to analyze it and to trace its course (Hakeem, 2004). Cause-and-effect relationship between the past and the present is lively presented in the history. History thus, helps us to understand the present day problems both at the national and international level accurately and objectively (Dwarko, 2007). This understanding enables us to lead useful and efficient lives.

2.3.1.2 Utilitarian and intellectual aims

It may be concluded that history has the utilitarian and intellectual aims (Dance, 1970; Holt, 1990; Khairunnajwa, et al. 2017). Dance (1970) points out that history gives us a body of useful information necessary for understanding the current problems. It creates interest as well as love for reading historical figures, characters, events and facts which are found necessary for solving the present problems effectively. Holt opines (1990) that the reading of history trains memory, reasoning and presentation of facts systematically and successfully. It enables students to analyze and weigh evidence and take right decisions. All this helps in intellectual development of individuals (Dance, 1970; Holt, 1990).

2.3.1.3 Power of imagination, reasoning and judgment

It goes without saying that teaching of history improves the child's power of imagination, reasoning and judgment (Khairunnajwa, et al. 2017). It facilitates his capacity for gathering information, analyzing, interpreting and arriving at conclusions (Cobbold & Oppong, 2010). All these promote the intellectual ambitions, development and discipline of the students. Various mental faculties are nicely exercised and developed by the inter-play of facts and

figures, information and inferences relating to the different historical events and anecdotes (e.g., the independence of Uganda, the Kabaka crisis of 1966, the 1979 war between Uganda and Tanzania and many other historical events local and international).

2.3.1.4 Pedagogical and educational relevance

According to Cobbold and Oppong (2010) and Shemilt (2000), history has a pedagogical and educational value by being the science of human progress and development. Its scope is very vast and embraces all subjects in one form or other. For example, science, arts, language, literature, mathematics and geography all have historical background and attempts are made to relate the present conditions as well as status of these subjects with the past developments while teaching these subjects. The principle of correlation so much emphasized by the exponents of basic education has immense pedagogical values. According to this principle, all the subjects are correlated conveniently and history can easily be treated as the central or core subject (Dwarko, 2007). Thus, history is the rich store of interesting and illuminating stories in different subjects and can effectively be utilized in the classrooms for teaching various subjects.

2.3.1.5 Information attribute

History provides an informative value, for example, by describing the origin and development of different civilizations and cultures (Cobbold & Oppong, 2010; Khairunnajwa, et al. 2017). It contains useful knowledge regarding art, science, architecture, education, industry and so on. It records the life and struggles of different peoples of the world through ages and this information helps the individuals to solve the problems faced from time to time (Cobbold & Oppong, 2010).

2.3.1.6 Cultural identity

The cultural identity of nations is inherent in the history of every nation. History provides the directions for the nation since it tells where the people are coming from; it shows the cultural development of various peoples through the years; and it reveals the origin, evolution and problems for cultures (Cobbold & Oppong, 2010; Shemilt, 2000). It imparts to the students how a culture is transmitted from generation to another with changes and modifications. That is why the study of history develops patience, tolerance, mutual exchange of ideas and liberal attitudes towards various problems of the society. This helps promote national integrity and international understanding in a unity in diversity.

2.3.1.7 Civic education

Political lessons are better imparted by history than any other subject. History is rightly called the root of political science and political science is held as the fruit of history (Cobbold & Oppong, 2010; Hakeem, 2004). Knowledge of history, its political development, constitutional evolution and democratic growth helps students to train them in citizenship (Cobbold & Oppong, 2010; Holt, 1990; Shemilt, 2000). Adequate understanding and attitudes developed through the study of history facilitates democratic citizenship and training (e.g., understanding the arms of government – judiciary, legislature and executive).

2.3.1.8 Truth, justice and goodness

History is full of living examples that reveal the stories of great men who sacrificed their lives for truth, justice and goodness (e.g., Uganda martyrs, Mahatma Gandhi, Martin Luther King, Nelson Mandela, Malcolm X, etc.). History has recorded the laudable actions and achievements of the individuals who experienced untold sufferings for the sake of the lofty ideals and great moral values (Dwarko, 2007; Hakeem, 2004; Nordin, 1991). Students are

inspired to live a life of truth, justice and sacrifice and motivated by the bright examples of history.

2.3.1.9 Nationalistic ideology

The history of one's country is the story of its national development. It depicts the life of heroes and martyrs who suffered and sacrificed for the sake of their mother land either for depending on their country or for fighting out their enemies (Hakeem, 2004). Love one's own country is good and should be fostered through the study of history. This understanding can be the platform for decisions about political inclinations and for future actions of a more general nature (Cobbold & Oppong, 2010). At the same time, school history has a powerful capacity to deal with issues of national identity which are not necessarily examined in other disciplines in quite such detail (Dwarko, 2007). Thus, everything about the nation is informed by history (e.g., the struggle for independence or against colonialism, imperialism and oppression).

2.3.1.10 Internationalist perspective

Modern history particularly world history describes the various national struggles, revolutions and incidents with international bearings and implications (e.g., the struggle against apartheid, Vietnam war, the Rwandan genocide, Congo war, conflict in South Sudan and Sudan, Kony war in northern Uganda, Palestinian struggle, terrorism, etc.). Most of these events have common repercussions in many countries and show the common endeavors for the general welfare and universal brotherhood (e.g., the spirit of Pan-Africanism, Non-Aligned Movement, South-South Cooperation, etc.) The spirit of one world and international understanding is promoted through the study of these events and occurrence (Hakeem, 2004). Students of history are led to believe and understand that no nation can thrive in isolation and all should live in peace and happiness together [in the case of Uganda the unity in diversity].

2.4. Need for curriculum shift for history

The literature examined in the sub-sections below gives an overview ranging from social, cultural, technological and economic to political issues justifying the need for curriculum shifts in the context of teaching history.

2.4.1 Out-dated curriculum

The teaching of history as a discipline has a long tradition the world over. In Uganda, history teaching dates back to the colonial days. During those days, history was taught as a subject in both missionary and British colonial schools. After independence, history continued to enjoy its place in the school curriculum because of the useable past it bequeaths nations. One factor often cited as a cause for the lack of interest in the history taught in Ugandan secondary schools is the nature of the curriculum. The content of the curriculum, that is, the topics selected for study are not seen as attractive when measured against modern demands (MoES, 2006). There is still a greater emphasis on foreign rather Ugandan history. Yet, educational authorities in Uganda are aware of the pressing need to relate our curricula, at all levels of education, to our national life and culture and our man-power needs. Conferences on curriculum development and the utterances of renowned educators, opinion leaders and government officials echo this one point. The curriculum is also criticized as not being technology driven

2.4.2 Skill of inquiry and critical thinking

The teaching and learning of history in secondary schools in Uganda has its own flaws with history presented as a form of cram work with little or no rigour for analysis. Humanities such as the history subject are often classified as a boring subject to students due to the limitations in approach and pedagogy (MoES, 2006). Yet, history is a subject that can stimulate the process of skill inquiry and thinking both critically and analytically (Cobbold & Oppong, 2010; Dwarko, 2007; Khairunnajwa, et al. 2017). However, if the teaching and learning process of history is implemented in the context of the true history of history, then the issue of history as a boring subject will not become an issue (Dwarko, 2007). This is because, history teaching and learning not only focuses on the mere presentation of facts, but it also includes inquiry skills and thinking (Dwarko, 2007; Khairunnajwa, et al. 2017). History should aim to produce students who have not only empirical knowledge of historical developments and global history but also to stimulate student thinking throughout their teaching and learning process. Nordin (1991) observes that history generates an intellectual inquiry skill and has an open and critical thinking value. He explains that the open-minded value is intended to be applied in describing historical evidence and interpretation based on existing historical facts. With this in mind the curriculum shift becomes inevitable and justifiable.

2.4.3 Scientific thinking, interpretation and rationality

History as a discipline is also scientific as it encompasses inquiries, historical thinking skills, historical clarity and historical understanding (Cobbold & Oppong, 2010). This calls for a curriculum that can embrace such scientific thinking and hence the justification of curriculum shifts in the context of history teaching. An awkward curriculum may not allow this. As noted by Khairunnajwa, et al. (2017) and Nordin (1991), history uses chronological skills and

exploration of evidence which is often ignored. By using chronological skills it makes it easier for students to understand the past, present and predict the future in the order of historical events while the exploration of evidence allows students to make judgments and obtain accurate historical information.

With the right curriculum, history has an element of interpretation which must be applied by history teachers and their students. According to Swartz and McGuiness (2014), interpretation means that students are given the opportunity to make their own interpretation in understanding something (e.g., why slave trade, colonialism, apartheid, Kabaka crisis, Uganda martyrs, Congo war, etc., did occur?). This skill enables students to better understand the relationship between historical facts and historical interpretation. Swartz and McGuiness state that the interpretation skills are not only allowing students to make differing views from different perspectives but it is also a first step in shaping a better society in the future.

The right curriculum for history should also have the potential for developing rationality and imagination skills in the consumers [teachers and students]. Khairunnajwa et al. (2017) notes that imagination skills are usually done in two ways, visually and through empathy which encourages students to imagine a situation in the historical events studied. For rationalization, it is a process that involves the use of common sense in making rational decisions especially in resolving a problem (ibid). In this case, students need to have the skills in collecting data, making hypotheses, determining significant evidence and making inferences of the collected data.

2.4.4 Competition from other subjects

The recent past in Uganda has seen the share of the number of students at advanced secondary level for history taken by other subjects such as entrepreneurship and ICT among others. There are studies in Ghana which also echo this sentiment. According to Cobbold and Oppong (2010), this appears to emanate from perceptions which students, parents and the general public have about the nature of the subject and its importance. Both explain that most people see history as a subject whose understanding is gained through the recall of facts rather than analyzing and critically sifting out information to really understand historical happenings. Shemilt (2000) concurs and notes that constructivist research into students' historical thinking suggests that students perceive the learning of history to be the presentation of a uniform picture of the past. Dwarko (2007) indicates that some parents hold such a perception to the extent that they threaten to stop sponsoring their children's education if they chose history at advanced secondary level and pursued it in the university. And for many people, the only job destination of the history graduate is the classroom. It is, therefore, worthy to re-echo the justification of curriculum shifts and the teaching of history.

2.4.5 Job prospects of history

One of the reasons for the justifications of curriculum shift in history is the perception that the subject offers very little opportunities for employment, especially when compared to the so-called utilitarian, job-oriented, practical subjects or disciplines such as business management, accounting, agriculture and engineering, among others (Cobbold & Oppong, 2010). However, Dwarko (2007) argues that history indeed can and does prepare students for the job market with the list of the job opportunities for the history graduate inexhaustible (e.g., teaching and researching in history in public and private institutions; working as human relations officials in local and international organizations; managing information and cultural

resources in archives, libraries, museums, national cultural centres and tourist centres; and working as research officers in law firms or working as a graduate in the civil service, foreign services and security services).

2.4.6 Transition to knowledge and technology driven world

The most significant wave of change that continues to impact curricula is from the demands of the world. Stakeholders are directly questioning the adequacy of their education and curricula to enable learners to acquire competences required to lead their transition to the knowledge-based world and to lead innovation, efficiency and competitiveness (MoES, 2006). The transition to knowledge and technology dependent world has fueled the demand for different skills for jobs, work and life, particularly growth that is driven by innovation, efficiency, competitiveness and human ingenuity (Kelly, 2009). This has stimulated global dialogue on the need for curricula to reflect these skills if they are to remain relevant. This definitely justifies the curriculum shift for history among other subjects. Countries are also pushed to turn their comparative advantage into competitive advantage through the application of knowledge and technology to add value to their human resources. This calls for competences [in the history curriculum] to enable people to take up opportunities in their local, national, regional, and global contexts. It requires close analyses of contextual challenges and opportunities as integral first steps to curriculum design and periodic reforms in history teaching.

2.4.7 Broadening concept of development

The recognition of knowledge and technology as drivers of development has undoubtedly left an indelible mark on curricula across the world. Marope et al. (2015), describes development as a complex and holistic concept that includes economic growth, peace, political stability,

social equity, sustainability, human capabilities and conditions, human rights and freedoms, culture, politics, ethics, morals, religion, knowledge and technology among others underpinned by core values of equity, inclusion, equity, justice, and reconciliation. Countries expect their education systems to support holistic, inclusive, equitable, just and sustainable development. The expanded view of development has equally left a clear footprint on curricula with periodic need for curriculum shifts. Concerns for security, peace, justice, rights, ethics, equity, inclusion, climate and sustainability have led to curricula for global citizenship education (IBE-UNESCO 2008). Kelly (2009) opines that through curricula countries identify and package competences that are relevant to their development contexts; determine the quality of education through their power to guide what is learned and how it is learned; and guide education processes that are indispensable to the quality of education, teaching, learning, and assessment. Such factors could justify the need for curriculum shift in the context of teaching of history.

2.4.8 Information and technology revolution

The inclusion of ICT in teaching justifies the need for curriculum shift in the teaching of history as a way of keeping with the digital age. Times have dramatically changed from 1955, when the world had 250 computers, mainly mainframes (Abbott, 2017). Statista (2016) noted that by the end of the first decade of the 21st century in 2010, the combined shipment of desktop personal computers (PCs), laptops and tablets had reached 377 million units worldwide; 435 million by 2016 and was forecast to reach 448 million by 2021. Statista further noted that by 2013, 2,038.27 million mobile phones of all types were shipped worldwide and the number was forecast to reach 2,419.34 by 2019. These contextual changes are bringing new competences into the core of curricula including the justification for curriculum shifts in the teaching of history. The new competences among others include

digital and technology literacy, technology savvy, coding as a key language, understanding digital content and the digitization of the curriculum itself [including the history curriculum]. Abbott (2017) observed how technology was becoming an integral part and facilitator of core competences as one needs technology to collaborate with others in applying information and technologies in collaborative efforts to solve complex problems [of curriculum and history teaching] as well as to create and share new ideas across zones. The acquisition and application of all competences was facilitated by technology which is now a primary tool for learning and a competence in its own right (Statista, 2016). The technological revolution is supporting the information revolution for which curricula and history teaching could benefit from. The Internet has become a major source of information and knowledge. Information is available faster than teachers can cope with, more extensive than an encyclopedia can summarize, more comprehensive than any library can catalogue and rapidly becoming accessible (Germany Trade and Invest, 2017).

Increasing ease of access to information is also bringing new competences to the core of 21st century curricula. Information filterers and explainers are more and more vital to learning processes and hence the justification for curriculum shifts and the teaching of history. Learners of all ages require skills to use ICTs to access information and the competence to evaluate the credibility, relevance and applicability of that information in addressing challenges and in taking up opportunities across diverse and fast changing 21st century contexts (Abbott, 2017). This requires a shift from emphasis on what to learn to more emphasis on how to learn and what to do with what is learned. It is also a call to rethink the role of curriculum developers, teachers, learners and assessors whose prior role has been preoccupied to compiling vital information, teaching it, learning it and assessing if it was learned (Griffin, et al., 2012).

2.4.9 New demands of work and workplaces

Curricula that prepare people for the 21st century workplace need to ensure high mastery of subject matters that are foundations for diverse specializations. There cannot be a complacency in the curriculum for history and the teaching of history. The 21st century workplaces demand in-depth knowledge of subject matters required for specialized work such as teaching [of history]. Specialists [including history teachers] need soft skills like creativity, communication, collaboration, critical thinking, problem solving, ethics, positive attitudes, technology savvy, etc., to round up their technical knowledge into effective competences (Marope et al. 2015). The curricula and the teaching of history need to respond to these demands while safeguarding the core functions of education and learning as well as accounting for the reality that many current jobs will disappear due to technological advances, robotics and digitization.

2.4.10 New working ways

According to Abbott (2017), Griffin, et al., (2012) and Marope et al. (2015) those wishing to be highly rewarded in the workforce of the future [including curriculum designers and history teachers] need to be competent at using a wide range of communication technologies such as internet, teleconferencing, text messaging, social media and sprint sessions where virtual teams collaborate 24 hours a day in virtual environments on joint issues. This challenges the curriculum designers and the teachers of history to think well ahead if they are to survive and remain relevant. As globalization accelerates, the world becomes more connected and outsourcing services across borders has become the norm and people require competences to collaborate across national and virtual boundaries to share information and emerging knowledge (Marope et al., 2015).

2.4.11 New tools for working

Changes in the nature of the tools required in the 21st century work places are also stimulating demand for curriculum shifts and the teaching of history for effective and efficient performance. The 21st century workers need the competence to interface a wide range of established, emerging and unknown future tools to create integrated solutions for addressing complex problems and for taking up complex opportunities (Griffin, et al., 2012; Friedman, 2005). Griffin, et al. (2012) identified four major flattening influences arising from the expansion of technology that have made it possible for learners and teachers to connect and collaborate as well as compete in the world market. These include: introduction of personal computers that allow anyone [including history teachers]to author content in digital form that can then be manipulated and dispatched; the invention of internet browsers, resulting in the proliferation of websites and the investment in fibre optic cable that has wired the world; the development of transmission protocols that makes it possible for computers and software to be inter-operable so that everyone has the potential to become a collaborator; and the expansion of transmission protocols so that individuals can upload and download in digital formats, giving rise to open source courseware, blogs and Wikipedia, etc. All these have a profound justification for curriculum shift for history and the way history is taught.

2.4.12 Social fracture and political instability

The deepening vulnerabilities due to injustice, inequity, exclusion, oppression, social fracture, and political instability equally justify curriculum shift for history and the way history is taught to address the issues of the day. IISS (2015) and UNHCR (2015) noted that the 21st century was turning out to be among the most violent in human history. They observed that terrorism related deaths increased by 80% between 2014 and 2015 and in 2015 nearly 60 million people were displaced due to violence. Such global discourse including

dramatically changing foreign policy, international relations and shared responsibilities highlight the importance of curriculum design and history teaching interfaced with technology. Further, the concerns for multiculturalism, inter-religious dialogue, peace education, human rights education and ethics interface with technology around issues of Cyber attacks, security and peace (Griffin, et al., 2012; IISS, 2015; UNHCR, 2015) justify curriculum shift for history and the way history is taught.

2.5 Effects of curriculum shift on history teaching

The sub-sections below examine the effects of curriculum shifts on the teaching of history in secondary schools with implications ranging from social, cultural, technological and economic to political issues.

2.5.1 Expansion of the publishing industry and new authors

The effective development of a curriculum depends to an extent on the availability of suitable teaching and learning aids as well as interesting and stimulating reading books and materials. In this regard, curriculum shifts encourage the use of different teaching-learning materials and visual aids in teaching and learning (Rogan, 2007; Read & Enyutu, 2005). This obviously has positive implications on the sector that produces the teaching-learning materials and on authors and publishers.

2.5.2 Acceptance versus rejection of curriculum change

Many teachers, however, seem to be confused and lack a thorough understanding of what curriculum change is. As noted by Fleit and Wallace (2005), teachers and administrators are faced with the degree to which they choose to accept or reject a curriculum change. Jacobs, et al., (2004) pointed out that the lack of clarity by educators on issues of innovations, skills and knowledge about curriculum shift and the unavailability of the required instructional

materials and teaching staff reinforced their lack of motivation and interest in curriculum change. This might be the cause of teachers' resistance to curriculum innovations.

2.5.3 New pedagogies and methodologies

Curriculum shifts among other things, aim at changing the ways students learn and teachers teach. According to MoES (2008), changing the way teachers teach and students learn requires specific approaches such as the application by teachers [of history] new pedagogies and methodologies that are student-centred with learners becoming much more involved in the learning process as well as assuming more responsibilities. MoES argue that this makes learning more enjoyable and interesting for students as they easily got bored when the teaching is more teacher-centred. This contributes positively to students' self-esteem, assertiveness and confidence.

2.5.4 Emotions and despair

Curriculum shift can arouse emotions and despair if taken negatively and at the same time if taken positively it can raise hope, growth and progress. Jacobs, et al., (2004) point out that despite the training that is meant to prepare teachers for changes in curriculum, teachers always show a sign of confusion and struggle to apply change in their classrooms. Chisholm (2005) opines that with a curriculum shift, teachers ought to drift in emphasis away from rote learning to concrete educational outcomes by becoming knowledge facilitators helping learners to achieve the desired goals with a learner-centred approach. A curriculum with effective goals allows teachers and learners to continually evaluate the dynamic interaction between the goal, actions and feedback (MoES, 2006; MoES, 2008). Without that, teachers and learners cannot identify the ways to take action, evaluate their actions and to recognize their responsibilities as teachers and learners (Atkin, 1999; MoES, 2006; MoES, 2008).

2.5.5 Capacity building

Shifts in curriculum encourage capacity building of teachers [including the training of teachers of history] to gain the required skills and competences needed in the teaching and learning process. Capacity building which is often a missing link is one of the key conditions for the successful implementation of curriculum shifts (MoES, 2006; Read & Enyutu, 2005; Rogan, 2007). Lack of adequate capacity building could downgrade the intentions of curriculum shifts. The shortage of qualified and competent teachers often accompanies curriculum shifts as the country could be lacking adequate capacity to meet the challenges of the new curriculum. Bantwini (2009) and Rogan and Grayson (2003) noted that curriculum shift may be undermined by the teachers' background, training, confidence and competence especially if the teacher never majored in the subject. Inefficient teachers were thus, bound to choose to teach what they could teach and disregard what they could not. This could be another way that makes curriculum shift impact on teaching and learning in an unexpected way in many schools. Bantwini (2009) and Yip (2001) argue that for curriculum shifts, revisions or reforms to succeed, teachers and learners' competencies, attitudes and perceptions should be assessed before the implementation of the changes.

2.5.6 Attainment of the aims of education

Curriculum shift directly affects the aims of education. According to Ornstein and Hunkins (2009) the aim of curriculum development, regardless of the level, is to make a difference to enable the students to attain the aims of education. Moreover, the essential part of curriculum shift is to bring into reality the anticipated changes. Curriculum change is a learning process for teachers, learners and their schools. Good understanding of the change and clear conception of the curriculum is necessary for the implementation of curriculum shifts into practice (Tyler, 1949). The aim of any curriculum change is to have a desired achievement at

the end of its implementation or the aims of education. Curriculum shifts unlock the good ideas about how to improve teaching and learning as well as the aims of education. Recognition of the hidden capacities of schools and teachers, the identification of these passive potentials and the exchange of good ideas and practices that work have been the missing link in curriculum shifts and the aims of education (Sahlberg, 2004). According to Sahlberg, successful curriculum revisions and shifts require a culture of learning and reading by the implementers at the local, school and community level as well as learning from other schools and teachers. Evaluation [i.e., assessment of learners] must also be embedded in the culture of learning and reading (Cobbold & Oppong, 2010).

CHAPTER THREE

METHODOLOGY

3.1 Introduction

This chapter presents the research design, population of the study, sample size and sampling techniques, research instruments, validity and reliability, methods of data collection, data analysis, ethical considerations and limitations of the study.

3.2 Research Design

The study was conducted using a cross-sectional survey design. This type of design requires the collection of data at a given point in time across a whole population in order to get the sample elements for the study (Onen & Oso, 2008). In this regard, no follow-ups were made on the respondents. A qualitative approach was adopted for the study thereby allowing the description and narration of the events. The cross-sectional survey was considered ideal as it enhanced rapid and detailed collection of data on curriculum shift and the teaching of history in secondary schools in Mbarara District over a short period of time between July 2017 and November 2017. Systematic and purposive sampling techniques were also used in this study. A sample of 125 respondents was selected for the study. The respondents included the district education officers, head-teachers, deputy head-teachers and directors of studies. Others were the history teachers and history students from the selected schools. The respondents were purposively selected on the presumption that they were knowledgeable on the topic of study. The data were collected using interviews, focus group discussions and observation for primary data and review of related literature for secondary data.

3.3 Target Population

The target population for this study included the sub-counties in Mbarara district, district education officers, head-teachers, deputy head-teachers, history teachers, directors of studies and history students from all the secondary schools in Mbarara District. Mbarara District was chosen on the premise that it is one of the rapidly growing towns in Uganda and host many secondary schools

3.4 Sample framework and sample size

Non-probability and probability and sampling techniques were used in the study. For the minimum sample size for the study, it was determined using the R.V. Krejcie and D.W. Morgan (1970) formula for determining sample size for research activities. However, since the study was qualitative, the sample size was partly determined by the data saturation point. After engaging seven district education officers, six head-teachers, six deputy head-teachers, six directors of studies, 28 history teachers and six focus group discussions, the researcher assumed that no more new information was emerging as the data had become repetitive with no new ideas. As noted by Kumar (2011), in qualitative research, when no more new information is emerging, it is assumed that one has reached the data saturation point and accordingly, the sample size is determined. Thus, the sample size was partly determined by the data saturation point instead of being wholly fixed in advance. The non-probability sampling technique involving purposive sampling was used to select the area for study in Mbarara District, the schools to be included in the study and the level of study of the students to be included in the study. Mbarara Municipality out of the 14 sub-counties in Mbarara District was purposively selected for study. This is where the most prestigious secondary

schools are located in the district and as such it was expected to generate the most relevant data on the study. Six schools were purposively selected for the study. These included three traditional government aided secondary schools and three prominent private secondary schools for purposes of a balanced study. These schools were selected on the premise of providing the data needed since most of the elite families take their children to these schools. For each school selected, the senior six history class was purposively selected. This was on the assumption that it was more knowledgeable than other classes on the subject of study. However, the participants from each senior six class were selected using systematic sampling technique. The primary consideration of purposive sampling is on the researcher's judgment as to who can provide the best information to achieve the objectives of the study (Kumar, 2011; Onen & Oso, 2008). The researcher only goes for those people [elements] who in his opinion are likely to have the required information and willing to share it with him (Kumar). Purposive sampling technique was used to identify those respondents [elements] with the relevant information with a view of generating focused information thereby saving time and money. In this regard the respondents who were purposively selected included seven education officers, six head-teachers, six deputy head-teachers, six directors of studies and 28 history teachers who were interviewed by the researcher.

Systematic sampling was used to select the 72 history students as respondents drawn from the six schools. Systematic sampling involves the selection of the sample based on a regular and systematic order which makes it cheaper and easier to implement. The researcher selects every *n*th member of the population after the element in the first interval has been randomly selected from the population (Kumar, 2011; Kaberuka, 1991). For each school selected, the first step was to make a register for the senior six history students arranged in an alphabetical order and then identify the names of students. Each name of the student was then identified

by a number. Every second name from the register was then selected to for the focus group discussions. Each focus group discussion had 12 participants.

Table 3.1: Sample framework and sample size

Target group	Target population	Sample size	Sampling technique
District education officers	7	7	Purposive sampling
Head-teachers	6	6	Purposive sampling
Deputy head-teachers	6	6	Purposive sampling
Directors of studies	6	6	Purposive sampling
History teachers	30	28	Purposive sampling
History students	93	72	Systematic sampling
Total	148	125	

Source: Field survey [and records from schools and district]

Note: R.V. Krejcie and D.W. Morgan (1970) formula for determining sample size for research activities.

Table 3.2: Sample framework and sample size [for sub-counties and schools]

Target group	Target population	Sample size	Sampling technique
Sub-counties	14	1	Purposive sampling
Secondary schools	54	6	Purposive sampling

Source: Field survey [and district records] and Schooling Uganda (2019)

3.5 Data collection methods

The study used of a combination of data collection techniques hoping to draw on the strengths of each other. The data collected were both primary and secondary. Primary data were collected using the interviews, focus group interviews and observations. Secondary data were collected by documents analysis (i.e., by the review of official records, government publications, reports, journals and Internet search). This enabled the researcher to acquire already processed or analyzed data out of which research gaps were detected and comparisons made. Secondary data sources also provided data that may not be have been acquired from primary sources.

3.5.1 Interviews

This instrument involves face-to-face discussions, interaction or interpersonal communication between the researcher and respondents intended to elicit opinions (Abel & Olive, 1999; Onen & Oso, 2008). As noted by Abel and Olive (1999), attitudes, perceptions and emotions are best studied by qualitative methods. This also includes data that are related to concepts, opinions, values and behaviours of people in a social context. Structured and unstructured questions were used in the interviews. Under the structured interviews, a formal list of open-ended questions was asked to all the key respondents, that is, district education officers, head-teachers, deputy head-teachers, history teachers and directors of studies in the same way (appendix A). For the unstructured interviews, the interviewer probed respondents and guided the interview according to their answers. During the interviews, the researcher asked questions to examine the aims and objectives of teaching history; to determine the need for curriculum shift for history teaching, and to find out the effects of curriculum shifts on the teaching of history. Interviews were conducted with 53 respondents purposively selected on their presumed knowledge about the subject of study. The respondents included seven district

education officers, six head-teachers, six deputy head-teachers, 28 history teachers and six directors of studies. The aim was to collect focused data and to elicit opinions. Direct contact with the respondents also provided the researcher with the opportunity to gauge the accuracy of the answers given and also to seek clarifications on unclear responses by asking supplementary questions.

3.5.2 Focus group discussions (FGDs)

Focus group discussions (FGDs) were used to gather rich, in-depth data in form of opinions from selected groups of A-Level students in the selected schools simultaneously. This made the FGDs a time effective method of data gathering. Each school was represented by one focus group that had 12 participants. The discussion with each group was conducted in a classroom and would last for one hour. The focus groups were named as FGD1, FGD2, FGD3, FGD4, FGD5 and FGD6 to represent the six schools respectively. Structured and unstructured questions were used in the focus group discussions. Under the structured discussions, a formal list of open-ended questions was asked to all the groups in the same way (appendix A). For the unstructured discussions, the interviewer probed the groups and guided the discussions according to the answers given.

3.5.3 Observation

According to Onen and Oso (2008), this instrument involves the use of all senses to perceive and understand the experiences of interest to the researcher. Data were gathered through disguised observation in which the researcher was passive by merely taking notes in his diary of what he had observed (e.g., history study materials in the library, students' notes, history teachers and history students). Other forms of observations included structured and unstructured observation. For structured observation, a list of items to be observed was made.

The list consisted of text books, pamphlets, past papers and revision questions, newspapers, computers and Internet, students' notes, history teachers and students (appendix B). For unstructured observations, the researcher observed the situations as they unfolded and nothing was taken for granted or ignored. This enabled the researcher to yield information which the respondents are normally unwilling or unable to provide; to record information as it occurs; explore topics that may be uncomfortable to informants; notice unusual aspects; and to gain firsthand information to bridge the gap between what the respondents say and what actually happens.

3.6 Validity

To ensure validity of the data, expert opinion was sought from the lecturers in the College of Education at KIU about the questions slated for the interviews and focus group discussions. The recommendations given were then used to develop the questions that were used to collect the data. Invalid questions were rephrased and others dropped. Expert opinion was also sought about the list of items to be observed while gathering data. The researcher also ensured neutrality during interviews to avoid biasing interviewees and all questions were asked in the same way to different participants.

3.7 Reliability

The questions for the interviews and focus group discussions were first piloted to remove any ambiguities and to ensure that the questions are thoroughly understood. This was done by asking 15 academic staff from the College of Education at Kampala International University (KIU) to read through the questions and see if there were any ambiguities which may have not been noticed and also to give their comments about the length, structure and wording of the questions. This made the research instruments consistent and dependable and with the

ability to collect data related to the objectives of the study. The tools for data collection were also applied in the same way to different participants to ensure neutrality and to avoid biases.

3.8 Data gathering procedures

The researcher obtained an introduction letter from KIU College of Education, Open and Distance Learning. The letter was taken to the respective schools and other relevant offices requesting for approval to conduct the study. The aim was to let the participants know and be comfortable about the purpose of the research and the researcher. For the interviews and focus group interviews, there was face-to-face discussions and interaction between the researcher and respondents. During the interviews and focus group discussions, the researcher noted down in his diary the relevant issues (episodes, situations, events or instances) for accurate reporting. The main themes that emerged from the interviews and focus group discussions were noted down in a notebook. Structured and unstructured questions were used in the interviews and focus group discussions. Under the structured interviews and focus group discussions, a formal list of open-ended questions was asked to all selected respondents in the same way. For the unstructured interviews and focus group discussions, the interviewer probed respondents and guided the interview or discussion according to the answers given.

3.9 Data analysis

Data processing and analysis were made after careful consideration of the objectives of the study [or research questions] and the tools developed to meet the objectives. The data collected were first edited to get rid of errors and given identification and coding labels for easy analysis. Themes [or subjects of discussion] related to the objectives of the study were then created. This was preceded by the qualitative analysis of the data. That is, by the

narrative analysis and content analysis of the views and experiences of the respondents so as to have an illustrative and in-depth explanation of the individual responses out of which patterns from the concepts and insights were drawn. This involved a phenomenological approach of the deep understanding of the views and experiences of the participants, description, interpretation and narration of the emerging issues out of which authentic conclusions were made and quoting extensively in verbatim. During the interviews, focus group discussions and observations, the researcher noted down in his diary the relevant issues, that is, episodes, situations, events or instances for accurate reporting. The main themes, recurring patterns and contradictions that emerged were categorized and noted down. Narrative analysis and content analysis enabled the researcher to identify themes, phrases, relationships between variables, common sequences, differences and isolated patterns in order to reach conclusions with great authenticity. Thus, qualitative analysis was used to help to understand the social phenomena of curriculum design and history teaching in the natural settings by giving due emphasis to the meanings, experiences and views of the participants.

3.10 Ethical Considerations

The ethical problem in this study was the privacy and confidentiality of the respondents. Yet, the researcher had to gain access to district or school records and files which one would deem to be confidential. To ascertain the practice of ethics in research and to ensure confidentiality of the information provided, the following were done by the researcher: respondents were informed about the purpose of the study which was purely academic; the respondents were assured of the confidentiality of the information given and were not required to disclose their names and that the names of the school would not appear in the research report; all interviews were coded to protect the anonymity of the respondents; all authors in this study were

acknowledged through citations and referencing; and presentation of the data were in a generalized manner to ensure confidentiality and anonymity of the respondents.

3.11 Limitations of the Study

The study on curriculum shifts and the teaching of history in secondary schools in Uganda could have covered the whole country. However, the cross-sectional research design, systematic and purposive sampling techniques confined the study to a relatively small area of Mbarara District. The study also had a qualitative aspect in it which made the interpretation of the findings highly subjective. The tools that were used in data collection, that is, interviews, focus group interviews and observations have their own challenges, for example, the biased responses from participants during interviews and focus group discussions and errors arising out of wrong interpretation of the observed phenomena. Further, the study was conducted for a short period of time from July 2017 to November 2017 using a sample of only 125 respondents. A broader demographic of participants would have given a more insight into the study. This obviously limited the scope of the data collected. Thus, the methodological shortfalls could limit the generalization, validity and reliability of the results. Nevertheless, this study provides a fertile ground for further research on curriculum shifts and teaching of history in Uganda (e.g., a broader demographic of participants alone may be an area for future research on curriculum shifts and teaching of history in Uganda).

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS, INTERPRETATION AND DISCUSSION

4.1 Introduction

This chapter presents the analysis, interpretation and discussion of the findings of the study. The purpose of the study was to investigate curriculum shifts and the teaching of history in secondary schools in Uganda, the case of Mbarara District from 2000 - 2015. What is clear though is that despite the so many decades of western education in Uganda and the periodical shifts in Uganda's secondary school curriculum, questions continue to persist about the relevance of the content. The situation has not either been sorted out by the formation of the NCDC. The increasing number of the jobless youths could be a reflection of the students not acquiring the skills, knowledge and competences needed for the world of work. After careful consideration of the objectives of the study [or research questions] and the tools developed to meet the objectives, the data collected were then analyzed qualitatively. Themes for analysis, interpretation and discussion that relate to the objectives of the study were then created. The findings of the study are organized and presented in accordance with the three research objectives that guided the study. The study focused on the aims and objectives of teaching history; need for curriculum shift for history teaching; and effects of curriculum shifts on the teaching of history.

4.2 Aims and objectives of teaching history in secondary schools in Uganda

The first objective of this study was to examine the aims and objectives of teaching history in secondary schools in Uganda. To achieve the stated objective, the study was guided by the following research question: what are the aims and objectives of teaching history in secondary schools in Uganda? The data collected and analyzed under this question indicated

that there are several aims and objectives of teaching history in secondary schools in Uganda. The analysis, interpretation and discussion of the findings are presented in the subsections below:

4.2.1 Understanding our past

The results from both history students and history teachers revealed that among the aims of teaching history was to make students to understand our roots and where we come from as Uganda with respect to our beliefs, religion, customs, education, politics, institutions and administration among others. In FGD1 it was acknowledged that to understand the present, we must see the past which is loaded in it as our present conditions are a reflection of the past problems (e.g., the wars and struggles Uganda has gone through, how Uganda was created, politics of exclusion, nepotism and tribalism that plague Uganda, etc.). The findings concur with what Cobbold and Oppong (2010) and Dwarko (2007) noted about the aims and objectives of teaching history which was majorly to trace the past and dig what was buried in it. A veteran teacher of History of East Africa for the last 30 years had this to say:

“Know who you are, is the beginning of wisdom. Without knowing your past you are bound to continuously error. This is where our leaders are going wrong because they have learnt nothing from our past.”¹

This therefore, implies that the cause-and-effect relationship between the past and the present is lively presented in the history and that history is not of the dead past since we are not interested in the past for sake of it. The teaching of history was found to help students to explain the present and to trace its course as observed by (Hakeem, 2004). This understanding enables us to lead useful and efficient lives as history teaches us to avoid past mistakes.

¹ Veteran teacher of History of East Africa

4.2.2 Intellectual ambitions

The results from the head teachers, teachers and FGDs revealed that the studying of history aims to train one to be intellectually ambitious and academically enterprising. For example, in FGD2 history was found to inspire interest to learn and read more about historical events and facts in a critical and analytical manner as way of avoiding past mistakes and forge solutions against the present day problems such as conflicts, disasters, diseases and epidemics, famine, floods, migrations, etc., (e.g., what caused the 1979 war between Uganda and Tanzania, the story of the expulsion of the British-Indians from Uganda, how is history written and for who, etc.). The findings augur with what Dance (1970), Holt (1990) and Khairunnajwa, et al. (2017) observed about history as a subject that sharpens one's intellect and critical thinking necessary for reflection and understanding the current problems that are traceable in the past. A head-teacher in one of the private schools had this to say:

“We teach history not for the sake of it, but to train our learners to think intellectually and intelligently. Many times you get disappointed when one talks of an event without rationality simply because he or she lacks history about it”.²

The implication is that the reading of history trains memory, reasoning and judgment as well as the presentation of facts logically. This enables one to analyze and weigh evidence so as to take right decisions or make the right statements, an argument also opined by Dance (1970) and Holt (1990) about the intellectual prowess of history.

4.2.3 Human progress and development

The results from some of the district education officers revealed that the aims and objectives of studying of history should be to enhance the progress humanity in all spheres ranging from

² Head teacher of a private school

sciences, arts, languages to literature and mathematics among others since they all have a historical background that relate to the present conditions. One of the district educational officers noted this:

"How can mankind [Uganda] progress without history? One must have a background to relate to the present and predict the future!"³

This indicates that history has an educational value attached to it by being the science of human progress and development, a point also noted by Cobbold and Oppong (2010) and Shemilt (2000). It also shows how history is a central subject with immense pedagogical values even in the teaching of other disciplines, a point equally noted by (Dwarko, 2007).

4.2.4 Source of information

The results from history students and the history teachers alike, revealed that the studying of history provides a valuable source of information on say technology, art, architecture, education, industry, civilizations, development, human misery, cultures, democracy, human rights, etc. as observed by FGD4. The findings tally with what Cobbold and Oppong (2010), Khairunnajwa, et al. (2017) observed about the aims and objectives of teaching history which included being a source of information on human origin, development, civilization and culture. This is what was noted from one of the A-Level focus groups discussions:

"The study of the 'French Revolution [in European History] and African Nationalism' has been a valuable source of information by giving us an insight about how man can struggle relentlessly for liberty and freedom regardless of the odds."⁴

Similarly, a teacher of History of Southern African had this to say:

³ District Education Officer

⁴ A-Level Focus Group Discussion

“History is informative. It tells us how nations are built and destroyed. For example, one can use the case of Shaka Zulu of South Africa and illustrate how he built an empire and how his empire came to an end. Modern states have a lesson to learn from this.”⁵

This indicates that history has an informative value that cannot be underestimated and as such, history teachers ought to incorporate it in their delivery approaches or methodologies (e.g., the study found history to be full of information about life and struggles of different peoples of the world [including Uganda] out of which past mistakes could be avoided. Such information facilitates one’s capacity to analyze, interpret and draw conclusions logically.

4.2.5 Cultural heritage

From the interviews with senior district education officer, the results revealed that the aims and objectives of teaching history in secondary schools in Uganda included the passing on the cultural heritage of this country [and Africa as a whole] to the young generations. This was evident in the papers of history taught (e.g., History of East Africa where the history of Uganda was covered and in the History of African Nationalism where the struggle for independence and the coming into being of African nations among others are covered). A senior district education officer had this to say:

“The aims of education should be to teach our young people among other things their heritage [including the unity in diversity] and the teaching of history in Uganda should clearly bring out this. How do you progress without a cultural heritage?”⁶

As opined by Cobbold and Oppong (2010) and Shemilt (2000), the implication is that history provides a direction for the country by informing people where they are coming from, their cultural development, origin, evolution and problems. One can also conclude by

⁵ Teacher of History of Southern African

⁶ Senior District Education Officer

understanding the cultural heritage and the unity in diversity history teaches young people to develop patience, tolerance, mutual exchange of ideas and liberal attitudes for national integrity and international understanding as evident in the teaching of European History and African Nationalism in secondary schools in Uganda.

4.2.6 Civic education and nationalism

Most of the teachers and students interacted with revealed that teaching history in secondary schools in Uganda aims at playing a civic role as echoed by FGD3. The various papers of history taught at both Ordinary and Advanced Secondary levels had civic education and nationalism embedded in them (e.g., Paper210/2: Economic and Social History of East Africa; and Paper210/5: Theory of Government and Constitutional Development and Practice). What was found to be lacking were the appropriate methodologies for imparting the nationalism and civic role of history in Uganda's context as most the teachers were preoccupied with majorly teaching students to pass exams. An Ordinary Secondary level teacher had this to say:

“With the commercialization of education, the major target of the teacher is to ensure that students get distinctions regardless of whether they have conceptualized the concepts taught or not and this how the teacher secures his job. However, with the right pedagogies, nationalism and civic education should be one of the aims of teaching history and should be emphasized by history teachers for a better Uganda.”⁷

The implication is that political or civic education lessons are better imparted by history and this concurs with the observations noted by (Cobbold & Oppong, 2010; Hakeem, 2004; Shemilt, 2000) about the civic role of history in democratization, patriotism and citizenship training.

⁷ Teacher of Ordinary Secondary Level

Senior district educational officers, teachers and students revealed that the aims and objectives of teaching history in secondary schools in Uganda included the instilling of nationalism, pan-Africanism and international understanding in the students. This was evident in some of the papers or topics taught (e.g., Paper210/2: Economic and Social History of East Africa; P210/1: African Nationalism and New States; P210/6 History of Africa; and P210/4: World Affairs since 1939). A teacher of European History and History of Africa had this to say:

“Teaching history in schools across Uganda should aim at producing an all-round person with a deep understanding of Uganda, Africa and the world at large. This instills nationalism, pan-Africanism and internationalism.”⁸

This indicates that secondary school history has a powerful capacity to deal with issues of nationalism [Uganda], regionalism [Africa] and internationalism [world affairs] which are not necessarily examined in other disciplines in details, a point also observed by (Dwarko, 2007; Hakeem, 2004) . In this, regard national and international issues are informed by history such as the struggle for independence or against colonialism, imperialism and oppression or the love and sacrifices for the sake of mother land by fallen heroes and martyrs.

4.2.7 Internationalist perspective and world opinion

The results from district educational officers, teachers and students revealed that the aims and objectives of teaching history in secondary schools in Uganda included the desire to produce students with an international perspective and world opinion. This was embedded in papers such as P210/3: European History (1789 – 1970); P210/4: World Affairs since 1939 as opined by FDG5. The study found such history informative and useful in describing issues of international perspective and world opinion (e.g., the struggle against apartheid, Vietnam

⁸ Teacher of European History and History of Africa

war, African liberation wars, Palestinian struggle, terrorism, cold war, etc.). A head-teacher and teacher of history gave this view:

“By reading extensively about History of World affairs, History of African Nationalism and European History, I have got an international perspective and opinion about world events. Such history should be taught to young people intending to become leaders, politicians and career diplomats.”⁹

This implies that history aims at teaching the spirit of one world, togetherness and international understanding which concurs with what Hakeem (2004) noted about peace, happiness, togetherness world brotherhood as key points in the teaching of history.

4.2.8 Truth, justice and fairness

The results from head-teacher, teachers and students revealed that teaching history in secondary schools in Uganda aims at inculcating justice and fairness in the students for which one must stand or die for. In Some of the history papers such as African Nationalism and New States, and the history of World Affairs, history was full of living examples of sacrifice for life for the sake of truth, justice and fairness. A teacher of history of African Nationalism and General Paper had this to say:

“History aims at teaching us to avoid past mistakes so that we can live as honest and sympathetic people who believe in truth, justice, fairness and rule of law evident in the lives of people such as Nelson Mandela, Mahatma Gandhi and Ho Chi Min, etc.”¹⁰

This indicates how history can inspire students to live a life of truth, justice and sacrifice by being motivated by the bright examples of history. This augurs with the observations of

⁹ Head-teacher and Teacher of History

¹⁰ Teacher of History of African Nationalism and General Paper

Dwarko, (2007), Hakeem (2004) and Nordin (1991) about the laudable actions and achievements of the individuals who experienced untold sufferings for the sake of freedom and moral values.

4.3 Need for curriculum shift for history teaching in secondary schools in Uganda

The second objective of this study was to determine the need for curriculum shift for history teaching in secondary schools in Uganda. To achieve the stated objective, the study was guided by the following research question: what justification is there for the need for curriculum shift for history teaching in secondary schools in Uganda? The data collected and analyzed under this question indicated that there are several areas that were social, cultural, technological, economic and political to justify curriculum shift for history teaching in secondary schools in Uganda. The analysis, interpretation and discussion of the findings are presented in the subsections below:

4.3.1 Irrelevant and unsuitable curriculum

The results from students and their teachers revealed that some of the papers or topics of history taught in Ugandan secondary schools were not relevant when measured against the modern demands of Uganda with too much emphasis on foreign rather than the local Ugandan history. This was evident in some topics in European History, History of Central, Southern and West Africa which the results showed as irrelevant to the needs of the Ugandan youths. In FGD6 this was noted:

“Our country is not serious, how can our teachers continue to teach irrelevant history? Our future is bleak! How does the study of the unification of Italy, the Greek war of independence

or Hausa-Fulani jihads help us? Why don't we focus on the local history of Uganda? Those with power, knowledge and influence must do everything to make the curriculum relevant.”¹¹

This indicates how the stake holders [including students] view the history curriculum as primarily for the sake of passing exams unless reformed to show relevance to Uganda's national life, culture and our man-power needs. Similar sentiments have also been echoed by MoES (2006) about the curricula that lacks hands-on and being bookish.

¹¹ Focus Group Discussion in a private school

4.3.2 Power of imagination and creative thinking

The results from head-teachers, district educational officers, teachers and students revealed that the nature of the history papers taught in secondary schools in Uganda have an intrinsic value of stimulating imagination and creative thinking about issues or events such as state formation, revolutions and struggles against oppression. This concurs with what Cobbold and Oppong (2010), Dwarko (2007) and Khairunnajwa, et al. (2017) noted about the intrinsic value of history in both critical and analytical thinking. However, the findings showed that the teachers were not encouraging learners to think analytically. Learning was mainly imparted by cram work. A head-master in a government aided school had this to say:

“If the right pedagogies and methods were in place in Uganda, the history curriculum should be in position to create philosophers, writers and thinkers with empirical knowledge of historical developments and global history but not crammers. This calls for reforms in the methodological approaches regarding the history curriculum and teaching.”¹²

This implies that the teaching and learning of history in secondary schools in Uganda has its own flaws with history presented as cram work with little rigour for analysis which makes it boring to students due to the limitations in approach and pedagogy, an observation also made by (Dwarko, 2007; MoES, 2006; Nordin, 1991).

4.3.4 Scientific thinking and rationality

The results from history teachers revealed that the history curriculum and the teaching of history in secondary schools in Uganda lacked a scientific approach and rigor. The subject was being superficially presented and detached from the realities of Uganda. The findings revealed that with the appropriate curriculum and methods, history had the potential to

¹² Head-master in a government aided school

develop the thinking skills of an individual, which is similarly opined by (Cobbold & Oppong, 2010; Swartz & McGuinness, 2014). A junior history teacher had this to say:

“Sometimes I find the teaching of history consistently boring. It is like teaching students to cram. I see this as distressing my students as they are hardly taught to innovate. This calls for a curriculum that can embrace such scientific thinking and hence the justification for curriculum changes in the context of history teaching”.¹³

The implication is that an awkward history curriculum where history was taught without the use of chronological skills may not allow scientific thinking. This justifies the need for curriculum change in Uganda. Otherwise, if history was taught using chronological skills, it would make it easier for students to understand the past, present and predict the future in the order of historical events.

4.3.5 Competing subjects and changing expectations of work

The results from school administrators revealed that of recent the share of the number of students at advanced secondary level for history has been taken by other subjects such as entrepreneurship and ICT among others. Therefore, there was need for curriculum shift to make history attractive and competitive apart from passing exams. A director of studies from a private school had this to say:

“Ugandans are increasingly becoming interested in business and computer related disciplines. Most of my students believe that the only job destination of the history graduate is the classroom. Majority do not want to be teachers because of the low pay. Thus, the framers of the curriculum for history must make it relevant to the needs of the youths.”¹⁴

¹³ Junior History Teacher

¹⁴ Director of studies from a private school

This implies that there are perceptions from the students, parents and general public about the nature of the subject [history] and its importance as most people see history as a subject for recalling of facts rather than sorting out their daily problems. This concurs with what Shemilt (2000) noted that students perceived the learning of history as a presentation of a uniform picture for recalling the facts of the past with little applicability.

The results from history students further revealed that the history curriculum and the teaching of history in secondary schools in Uganda offered very little opportunities for employment when compared to disciplines such as business management, accounting, finance, agriculture and engineering after school as noted by FGD3 and FGD5. However, the findings revealed that with the appropriate methods and curriculum, history can prepare students for the job market in areas such as teaching, research, public relations, foreign affairs, and management of information resources in archives, libraries, museums and law firms as noted by FGD6.

The results from history students also revealed that the history curriculum and the teaching of history in secondary schools in Uganda were not thoroughly preparing people for the workplace and the reality is that due to technological advances, robotics and digitization, many of the current jobs will disappear. The workplaces of today demand in-depth knowledge of subject matters required for specialized work such as teaching, creativity, communication, collaboration, critical thinking, problem solving, ethics, positive attitudes, technology savvy, etc. This implies that the curriculum and the teaching of history need to respond to the new demands and changing expectations of work.

4.3.6 Growing advances in knowledge and technology

The results from school administrators and history teachers alike revealed that the history curriculum and the teaching of history in secondary schools in Uganda lagged behind the

knowledge and technological world. From the observations, schools were not using ICTs (computers, projectors and others) in the teaching of history. In addition, the libraries were poorly stocked with history study materials. This implies that teaching history was characterized by cram work. The expanded view of technology had equally left a clear footprint on curricula with periodic need for curriculum shifts. The history curriculum was producing products that lacked the innovativeness, efficiency, competitiveness, human ingenuity, ability and skills to conform to the digital and technological dependent world. This is in congruent with what Kelly (2009) and Marope et al. (2015) noted about curricula being detached from the demands of the world by producing uncompetitive human resources in both knowledge and technology. A director of studies from a government aided school had this to say:

“We Ugandans take long to change. The history content that I studied 33 years ago is still the same, yet many things have changed the world over! How do you expect to produce students who conform to the knowledge and technological dependent world? It is a dream.”¹⁵

This implies that the history curriculum and the teaching of history lacked the competences that could enable Ugandans to take up opportunities in the local, national, regional and global contexts. Yet, Ugandans expect their education systems to support holistic, inclusive, equitable, just and sustainable development. It also indicates that through curricula Uganda can identify and package competences that are relevant to her development contexts. This requires close analyses of contextual challenges as integral steps to curriculum design and history teaching.

¹⁵ Director of studies from a government aided school

4.3.7 Information and technological bang

The results from history teachers revealed that the history curriculum and the teaching of history in secondary schools in Uganda lacked the inclusion of ICTs in their methods. This obviously justifies the need for curriculum shift in the teaching of history to keep pace with the digital age. The findings showed that most of the history teachers and their students were not using ICTs to deliver their lessons or to access teaching and learning materials. A fresh graduate teacher of history had this to say:

“The teaching of history is by word of mouth and the notes you dictate to students. I and my students are not accustomed to the internet as a source of information. We depend on the books from the library.”¹⁶

This implies that the history curriculum and the teaching of history are yet to adopt the ICTs. These contextual changes definitely bring in new competences into the core of curriculum such as digital and technology literacy, technology savvy, coding, understanding digital content and the digitization of history. This observation concurs with what Abbott (2017), Germany Trade and Invest (2017), Griffin, et al., (2012) and Statista (2016) noted about the inclusion of the ICTs in curricula with the Internet becoming a major source of information and knowledge.

The results from school administrators and teachers also revealed that if history teachers were to be highly rewarded, they needed to be competent in communication technologies such as internet, teleconferencing and text messaging as well as social media. This implies that the teachers of history must adopt ICTs if they are to survive and remain relevant by reforming the curriculum. From the interviews and observations, most teachers lack smart phones and laptops. A part-time history teacher in a private school had this to say:

¹⁶ Fresh graduate teacher of history

“The world has become more connected and that people require competences to collaborate across national and virtual boundaries in order to share information and emerging knowledge. However, we lack ICT facilities and skills”.¹⁷

This too implies that the history curriculum and the teaching of history must adopt ICTs to keep pace with the new emerging tools for working in this globalised world for effective and efficient performance. This is similar to the observations of Griffin, et al., (2012) and Friedman (2005) about the expansion of technology that has made it possible for learners and teachers to connect and collaborate, use personal computers, present content in digital and to upload and download digital data.

4.3.8 Changing face of social and political issues

The results from teachers revealed that the history curriculum and the teaching of history in secondary schools in Uganda could be more rewarding if it addressed the social and political issues of Uganda in particular and the world at large. In one of the interviews with the teachers it was pointed out that the deepening vulnerabilities due to injustice, inequity, exclusion, multiculturalism and immigrants as well as social and political instability, justifies the need for a history curriculum that addresses the issues of the day. IISS (2015) and UNHCR (2015) argue that this century was turning out to be among the most violent in human history evident from the increased cases of terrorism, homicide, kidnaps, dispossession, homelessness and displacement.

From the above findings, such discourse has implications for domestic and foreign relations as well as shared responsibilities that highlight the importance of a curriculum and history teaching interfaced with societal concerns.

¹⁷ Part-time history teacher in a private school

4.4 Effects of curriculum shift on the teaching of history in secondary schools in Uganda

The third objective of this study was to find out the effects of curriculum shifts on the teaching of history in secondary schools in Uganda. To achieve the stated objective, the study was guided by the following research question: what are the effects of curriculum shifts on the teaching of history in secondary schools in Uganda? The data collected and analyzed under this question indicated that there were both positive and negative effects of curriculum shifts on the teaching of history in secondary schools in Uganda. The effects were social, cultural, technological, economic and political. The analysis, interpretation and discussion of the findings are presented in the subsections below:

4.4.1 Accomplishment of the aims and objectives of education

The findings from teachers revealed that curriculum shift in history could help to unlock the good ideas about how to improve teaching and learning and in order to achieve the aims of education. Curriculum change was found out to be a learning process for teachers, learners and their schools with the aims of education at the end of its implementation. This is similar to the views of Ornstein and Hunkins (2009) and Tyler (1949) about the aims of education and the curriculum. A director of studies in charge of O-Level had this to say:

“The aim of a curriculum change is to enable the students and teachers in particular and the country as a whole to attain the aims of education and this can also be achieved in the aims and objectives of an appropriate and flexible history curriculum.”¹⁸

This implies that the aims of education and the aims of a curriculum are entangled or interwoven. Thus, a curriculum change ought to recognize the hidden capacities of schools and teachers in the exchange of good ideas and practices in the curriculum for achieving the

¹⁸ Director of Studies in charge of O-Level

aims of education. This was envisaged in the papers of history taught at both O-Level and A-Level. As noted by Sahlberg (2004), a successful curriculum change requires a culture of learning and reading by the implementers such as teachers.

4.4.2 New publishers and authors

The findings from teachers revealed that curriculum shift can result into new publishers and authors on the scene as the new curriculum may be lacking relevant teaching and learning materials for some of the papers. This may encourage new publishers and authors to fill the gap as evident from the numerous pamphlets of history in the school libraries visited. A history teacher who also doubles as a career master had this to say:

“Some of the history papers such as World Affairs since 1939; Economic and Social History of East Africa; Theory of Government and Constitutional Development and Practice, were not widely taught in this district [Mbarara] simply because they lacked adequate literature such as text books, pamphlets and other teaching materials.”¹⁹

The above findings indicate that a curriculum change could offer opportunities for teachers, publishers and authors to popularize the new papers by making the study materials readily available for schools, teachers and learners. This obviously has positive implications on the sector that produces the teaching-learning materials and on teachers, authors and publishers.

4.4.3 Mixed reactions on curriculum change

The findings from head-teachers and history teachers revealed that curriculum shift may leave teachers with mixed reactions and insecure more so if they have not thoroughly conceptualized the curriculum on issues of innovations, skills, knowledge, instructional materials and teaching. This contends with what Jacobs (2004) and Fleit and Wallace (2005)

¹⁹ History Teacher and Career Master

noted about teachers and administrators who get confused and fearful when faced with the degree to which they choose to accept or reject a curriculum. The findings from teachers further revealed how curriculum shift can bring emotions and despair if taken negatively and at the same time if taken positively it can raise hope and progress. Jacobs, et al., (2004) concurs that even with the training that is meant to prepare teachers for changes in curriculum, teachers always showed negativity, confusion and struggle to apply change in their classrooms.

A history teacher of both O-Level and A-Level had this to say:

“The fact that there are few or no schools offering history papers such as World Affairs since 1939; Economic and social history of East Africa; and Theory of government and constitutional development and practice in Mbarara District, is a clear indication of how schools and teachers can reject, freeze or go silent on a curriculum.”²⁰

This indicates how the lack of clarity and confusion by schools and teachers on issues such as innovations, skills, knowledge, instructional materials and teaching as well as lack of motivation and interest in the curriculum might cause resistance to curriculum innovations.

4.4.4 New ways of teaching and learning

The findings head-teachers and district educational officers revealed that curriculum shift had brought new ways learning and teaching history by students and teachers respectively. The use of pamphlets by teachers and students as well as grilling students to pass exams was widely spread regardless of whether the concepts had been conceptualized or not. Most schools were interested in history teachers who could make their students to pass with excellent grades in order to increase the school rating. Therefore, teachers were being

²⁰ History Teacher of O-Level and A-Level

encouraged to train to become examiners. A veteran head-teacher who has served in more than four private schools had this to say:

“This is a private schools and it must make a profit to survive. Therefore, our students must pass excellently to attract more. We are interested in teachers who are examiners and can teach our students to excel in exams. We encourage them to train to become examiners.”²¹

This implies that the pedagogies and methodologies that should have been student-centred with the learners becoming much more involved in the learning process as well as assuming more responsibilities have been replaced by more teacher-centred methods. Consequently, this was bound to make learning less enjoyable and less interesting for students as they easily got bored when the teaching was teacher-centred. As pointed by MoES (2006), teacher-centred learning contributes negatively to students’ self-esteem, assertiveness and confidence.

The findings from district education officers further revealed that curriculum shift had the potential to bring in better ways learning and teaching history that were not teacher-centred and detached from rote learning. This augurs with the observations of Chisholm (2005) that a curriculum shift should bring in new dynamics with a learner-centred approach. A senior district education officer had this to say:

“Curriculum changes often come with new and better methods of delivery that train teachers to drift in emphasis away from rote learning to educational outcomes that make them knowledge facilitators with a learner-centred approach.”²²

The findings above imply that a curriculum with effective goals allows teachers and learners to continually evaluate the dynamic interaction between the goals, actions and feedback as opined by (Luehman & Barab, 2003; MoES, 2006).

²¹ Veteran Head-teacher in more than four private schools

²² Senior District Education Officer

4.4.5 Personal growth of teachers and extension of knowledge

The findings school administrators and district education officers revealed that curriculum shift encourages personal growth of teachers in order to gain the required skills and competences needed in the teaching and learning process. In some schools, history papers or topics that used to be skipped were now being taught courtesy of the ingenuity and self-motivation of the teachers and some teacher had trained to become examiners. A deputy head-teacher and history teacher had this to say:

“I noticed that in this school History of World Affairs [for A-Level] and History of West Africa [for O-Level] were not taught. I plan to introduce these papers soon after reading extensively about them and sourcing enough study materials. There were also topics I used not to teach in European History because I was not conversant with them. I now teach them after getting the competence by reading widely. I also intend to train as an examiner in the papers to be introduced.”²³

The findings from above indicate that capacity building is one of the key conditions for the successful implementation of curriculum change. This contends with the observations of Bantwini (2009) and Rogan and Grayson (2003) about how curriculum shift may be undermined by the teachers’ background, training, confidence and competence. This shows how incompetent teachers were at liberty to decide what they could teach and ignore what they could not and this was negatively impact on teaching and learning history in an unexpected way.

²³ Deputy Head-teacher and History Teacher

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter presents the summary, conclusions, recommendations and areas for further research. The first section presents the summary according to the objectives of the study; the second section is about the conclusions based on the summary. The third section gives recommendations drawn from the conclusions. The fourth section puts forward possible areas for further research.

5.2 Summary

The study investigated curriculum shifts and the teaching of history in secondary schools in Uganda from 2000 to 2015 using the case of Mbarara District. It is clear that despite the so many decades of western education in Uganda and the periodical shifts in Uganda's secondary school curriculum, questions continue to persist about the relevance of the content. The increasing number of the jobless youths could be a reflection of the students not acquiring the relevant skills, knowledge and competences needed for the world of work.

The study was qualitative and was conducted using a cross-sectional survey design as well as simple random and purposive sampling techniques. The data were collected using interviews, focus group discussions and observations for primary data and documents analysis for secondary data. The data collected were qualitatively analyzed by the description and narration of the subject matter. This involved narrative analysis and content analysis of the views and experiences of the respondents so as to have an illustrative and in-depth explanation and interpretation of individual responses out of which patterns from the

concepts and insights were drawn for authentic conclusions and quoting extensively in verbatim. The summary of the findings below relates to the objectives of the study.

5.2.1 Aims and objectives of teaching history

The first objective of this study was to examine the aims and objectives of teaching history in secondary schools in Uganda. Data analysis and interpretation under this objective revealed that the aims and objectives of teaching history in secondary schools in Uganda were multifaceted ranging from local to international issues of political, governance, economic, technological and socio-cultural values. These included to make students to understand their roots with respect to Uganda's beliefs, traditions, cultures, religions, customs, education, politics, struggles, institutions, aspirations and administration; to train one to be intellectually ambitious and academically enterprising with the ability to critic historical events; and to enhance the progress humanity in sciences, arts, languages, literature, architecture, education, civilization, democracy and human rights, etc., since they all have a historical background. Other aims of teaching history in secondary schools in Uganda was that it plays a civic role; instills nationalism, pan-Africanism and international understanding in the students; produces students with an international perspective and world opinion; and inculcates justice and fairness in the students for which one must stand or die for.

5.2.2 Need for curriculum shift for history teaching

The second objective of this study was to determine the need for curriculum shift for history teaching in secondary schools in Uganda. Data analysis and interpretation under this objective revealed that there were several areas of concern that were social, cultural, technological, economic and political to justify the need for curriculum shift for history teaching in secondary schools in Uganda. Some of the papers or topics of history taught were

not relevant when measured against the demands of Uganda with too much emphasis on foreign rather than the local history. Teachers were also not encouraging learners to think critically and analytically. Thus, the curriculum lacked a scientific approach and rigour. The subject was superficially presented and detached from the realities. A-Level students who would have studied history were now studying other subjects such as entrepreneurship and ICT. History was found to offer very little opportunities for employment when compared to business management, accounting, finance, agriculture and engineering after school. The curriculum was not producing creative people and problem solvers for the workplace and yet due to technological advances, robotics and digitization, many of the current jobs will disappear. The curriculum also lagged behind the knowledge and technological world since teaching was by cram work. It lacked the inclusion of ICTs in its methods. Most of the history teachers and their students were not using ICTs to deliver their lessons or to access teaching and learning materials. If history teachers were to be highly rewarded, they needed to be competent in ICTs such as Internet, teleconferencing, text messaging and social media. Lastly, the history curriculum could be more rewarding if it addressed the social and political issues of Uganda in particular and the world at large.

5.2.3 Effects of curriculum shift on the teaching of history

The third objective of this study was to find out the effects of curriculum shift on the teaching of history in secondary schools in Uganda. Data analysis and interpretation under this objective revealed that there were both positive and negative effects of curriculum shifts on the teaching of history. These could be termed as social, cultural, technological, economic and political. Curriculum shift was found to unlock the good ideas about how to improve teaching and learning in order to achieve the aims of education. This was because a curriculum shift is a learning process for teachers and learners with the aims of education at

the end of its implementation. Curriculum shift results into new publishers and authors on the scene if the new curriculum lacks adequate teaching and learning materials. This was evident from the numerous pamphlets of history in the school libraries visited. Curriculum shift can leave teachers with mixed reactions and insecure if they have not conceptualized issues of skills, knowledge, instructional materials and teaching as new ways learning and teaching emerge. For example, the use of pamphlets by teachers and students as well as grilling students to pass exams was widely spread regardless of whether the concepts had been conceptualized or not. Most schools were increasingly interested in history teachers who could make their students pass with excellent grades in order to increase the school rating. Yet, curriculum shift had the potential to bring in better ways learning and teaching history that were not teacher-centred and detached from rote learning. Besides, curriculum shift encourages personal growth of teachers in order to gain the required skills and competences needed in the teaching and learning process. In some schools, history papers or topics that used to be skipped were now being taught courtesy of the ingenuity and self motivation of the teachers and some teacher had trained to become examiners.

5.3 Conclusions

Based on the summary of the findings of the study, the following conclusions were drawn:

First, the aims and objectives of teaching history in secondary schools in Uganda remain largely redundant or buried even when the papers of history taught explicitly show this. This was partly because of the pedagogies and methods employed by teachers that are oriented towards passing examinations regardless of the conceptualization of issues. Consequently, the teaching methods must change to conform to the current curriculum.

Secondly, to determine the need for curriculum shift for history teaching in secondary schools in Uganda requires a multifaceted approach involving stake holders such as experts in curriculum planning, teachers, students, government, parents and donors to ease the implementation phase.

Thirdly, the effects of curriculum shift on the teaching of history in secondary schools in Uganda remain blurred and obscured since the content taught has differed little from the colonial days to the present. This will be the case not until those who wield power and influence realize the relevance curriculum reforms in the context of the needs of the day.

5.4 Recommendations

In view of the above conclusions, the researcher made the following recommendations:

First, curriculum planners have to ensure that the pedagogies and methods employed by teachers reflect the aims and objectives of teaching history. Consequently, the teaching method must change towards student-centred learning.

Secondly, curriculum reform should put all stake holders such as experts in curriculum planning, teachers, students, government, parents and donors on board in order to critically determine where the need lies and to forecast curriculum challenges before and during its implementation.

Thirdly, regular forums should be established at the school, district, regional and national levels to assess how shifts in curriculum affect the teaching of history and how to make curriculum shift effective by bearing in mind the available resources for positive rewards.

5.5 Recommended areas for further research

More research should be done on the following:

1. This study was conducted in Mbarara District using only six purposively selected secondary schools. There is a need to conduct similar or comparative studies involving many secondary schools and regions in order to generate more data on curriculum shifts and teaching of history in secondary school in the whole of Uganda.
2. Research should also be conducted to examine the effects of curriculum shift on teachers' competence and mastery of the subject matter.
3. Research should also be carried out to assess the effect of curriculum shift on the teaching and learning materials.

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APPENDIX A

INTERVIEW SCHEDULE (WAS APPLIED TO ALL PARTICIPANTS)

1. For how long have you been in the education sector? (Question excludes students)
2. Do you have any idea of what a curriculum is?
3. What content should be in the curriculum?
4. What should be the aims and objectives of a curriculum?
5. Why do you think that the curriculum in Uganda is despised?
6. Is there need for a curriculum shift in Uganda?
7. What are the likely effects if there was a curriculum shift?
8. What should be the aims and objectives of teaching history in Uganda?
9. Is there a need for curriculum shift for history in Uganda?
10. What are the likely effects if the history curriculum was changed?

APPENDIX B

OBSERVATION CHECKLIST

1. History text books
2. History pamphlets
3. History past papers and revision questions
4. Newspapers
5. Computers and Internet
6. Students' notes
7. Actions and behaviors of history teachers and history students