

**"WHY I LIKE HISTORY..."
CISKEIAN SECONDARY SCHOOL PUPILS'
ATTITUDES TOWARDS HISTORY**

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by

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ABSTRACT

This dissertation was motivated by the decline in percentage of the number of Standard 10 pupils who offered History for the National Senior Certificate (Matriculation) Examination in the Mathole Directorate in the Ciskei from 1987 - 1990. The research revealed that the decrease in the number of pupils doing History in Standard 10 did not indicate loss of interest in the subject. Instead, the multiplicity of new subjects introduced in the school curriculum and some peculiar subject combinations in some schools forced some pupils (reluctantly) to reject History as a school subject. Those who chose to do History in Standard 10 showed their liking for the subject and expressed their interest in it.

The study took the form of a survey through the use of questionnaire and informal chats with pupils and teachers on their views about History as a school subject. A questionnaire was designed for pupils offering History in Standard 10 and administered in four of the eight Senior Secondary Schools in the Mathole Directorate in Ciskei.

Generally, work on pupils' interest in and attitude towards History as a school subject is very rare. Some of the few available works merely compare pupils' liking for History as opposed to other school subjects and when the response is not favourable; conclude that pupils in Senior Secondary Schools do not enjoy studying History.

Pupils' interest in and attitudes towards the subject, the extent of their interest, the causes of their attitude and the internal and external influences on their interest in and attitudes towards the subject were neglected by earlier works, but have been given attention in this study.

As a result of very little available work and material, pupils'

responses to the questionnaire formed the basis of the material used in this work. A large number of pupils' responses was put in tables according to sex instead of schools. Where applicable, χ^2 tests were administered to see if there were any appreciable statistically significant differences between the responses of the boys and girls. In most cases where the χ^2 tests were applied, no statistically difference was noticed.

The study showed more boys than girls showing interest in and positive attitudes towards History. The general picture of the study showed a deviation from the view commonly expressed by other studies that pupils in modern Senior Secondary Schools do not like History. As this study revealed, it is not the subject itself that pupils did not like, but the way it is handled by some teachers and lack of teaching aids to concretise events. This leads to the role of Teacher Training Institutions: which must be to produce the versatile, duty-conscious and innovating History teacher to revolutionise History teaching to make History alive to pupils.

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TABLE OF CONTENTS

1.	<u>CHAPTER 1</u> Introduction	1
2.	<u>CHAPTER 2</u> Pupil's attitude to History: a survey of Research	5
	2.1 School History in crisis	6
3.	<u>CHAPTER 3</u> The questionnaire and the schools	31
	3.1 The questionnaire in detail	33
4.	<u>CHAPTER 4</u> The Pupils and their Background	43
5.	<u>CHAPTER 5</u> Pupils' responses to the circumstances in which they are learning History	58
6.	<u>CHAPTER 6</u> Responses to the teachers and their methods ...	71
7.	<u>CHAPTER 7</u> Pupils' responses to History in general and its specific topics	86
8.	<u>CHAPTER 8</u> Conclusion	107
9.	References	120
	Appendix A	124
	Appendix B	125

LIST OF TABLES

Table

1.	Evidence for the decline in pupils taking History	7
2.	Pupils taking History, 11-18 years	9
3.	Classification of Responses	10
4.	Percentages of Black Std.10 Pupils enroled in various subjects for the National Senior Certificate Examination in 1988 and 1989	12
5.	The Order of Popularity of the sections in History	17
6.	Rank order for items listed as interesting by forms 2 and 4 pupils	20
7.	Academic and Professional qualifications of teachers in Black Secondary schools - 1989 ...	22
8.	Academic and Professional qualifications of History teachers in the Transkei - 1986	23
9.	Data on the four sample schools	39
10.	Pupils in the sample	44
11.	Age and sex distribution of pupils	44
12.	Pupils repeating Std. 10	45
13.	Popularity of school subjects	48
14.	Distribution of hcoices of other subjects pupils would have liked to have studied	50

15.	Popularity ranking - school subjects and tertiary education choices	52
16.	Std. 10 repeaters showing those repeating History and first timers and the grade levels	55
17.	Symbols obtained by History repeating pupils in previous matriculation examination(s)	56
18.	Personal possession of a History textbook	61
19.	How the History textbook is shared among those who have not got individual copies	63
20.	Textbooks used by pupils	63
21.	Pupils' responses to how the textbook is written	64
22.	History in Action: Reasons for liking and disliking	67
23.	Active History: Reasons for liking and disliking	69
24.	History to the Point: Reasons for liking and disliking	69
25.	Exploring History: Reasons for liking and disliking	69
26.	Pupils' responses to activities found in a History lesson in percentages	71
27.	No. of responses to question - Why strategies were found to be easy of difficult	75
28.	Easy and difficult reasons: following teacher's explanation	76

29.	Easy and difficult reasons: Answering short questions	77
30.	Easy and difficult reasons: Reading the textbook	78
31.	Reading difficulty level of four Standard 10 textbooks	79
32.	Easy and difficult reasons: Writing essays ...	80
33.	Easy and difficult reasons: Making notes by yourself	80
34.	Things found easy (excluding "No Answers") ...	82
35.	Things found easy (excluding "No Answers") ...	82
36.	Things found difficult (excluding "No Answers")	83
37.	Things found difficult (excluding "No Answers")	84
38.	Pupils' responses to History in order of preference in school curriculum	87
39.	Pupils' feelings during History lessons	88
40.	Pupils' responses to the importance of History	88
41.	Pupils' responses to the importance of History - items that showed no significant difference	91
42.	Responses to know world leaders and their roles by sex	92
43.	Pupils' responses to art of leadership and style by sex	92
44.	Pupils' responses to General History	94
45.	Pupils' responses to South African History ...	94
46.	Pupils' responses to topics in Question 16 ...	99

CHAPTER 1

INTRODUCTION

For many years, History has been one of the controversial subjects in the curriculum in South African schools (Boyce, 1968). In the face of this controversy, Boyce argued, there is no general agreement among teachers as to how History would be taught, why it should be taught and what History should be taught; and how we should motivate pupils to develop interest in, and positive attitudes towards, the subject.

According to Dr C.D.M. Tiale (1990), man is not only born in an historical setting, but also remains part of historical reality throughout his life. It is, therefore, essential for him to know and understand his past and present to enable him to forecast his future position. He has to master his past in order to understand his present and subsequently exploit fully the potential which the future offers him.

The fate of History as a school subject in the Ciskei, like other parts of South Africa, has been hanging in the balance for the past few decades. Although the presence of History in the school curriculum in the Ciskei had not been questioned or criticised officially by the public, school authorities and school pupils as found in Europe and other parts of the world, the number of pupils offering History in Standard 10 for the National Senior Certificate (Matriculation) Examination has declined over the years in the Mathole Directorate in the Ciskei.

The declining number of pupils offering History at Standard 10 for the National Senior Certificate (Matriculation) Examination in the mathole Directorate where the researcher teaches, made him undertake this study to examine the extent of pupils' interest in and attitudes towards History as a school subject. The researcher wanted to find out whether the common complaint that History is

irrelevant and of no use to the future of pupils expressed by some school pupils in other studies undertaken in other parts of the world and Natal (Chernis, 1987), was also shared by pupils here.

From the researcher's personal observations and interaction with pupils and teachers in Secondary schools throughout his over twenty-one years' teaching experience, he has come to realise that many pupils do not show keen interest in History because of the way it is taught - abstract, disjointed, pack of dates and lists of meaningless names and events to be memorised. On the other hand, pupils enjoy well-narrated stories about people in History, historical films and visits to historical sites and monuments. The problem with History as a school subject, therefore, is how to make the past real, alive and meaningful to pupils to enable them pose problems on historical facts and then draw their own solutions. Making History alive and meaningful in the classroom needs hardworking, innovating and conscientious teachers. They must plan their lessons carefully; have clear teaching aims and objectives; explore the neighbourhood for field studies in local History and gather primary sources for project work. Tiale's (1991) assertion that pupils are motivated to become involved in a learning activity if the aim of learning certain subject matter is clear and meaningful to them, should be a guide to all History teachers. Again, History teachers should bear in mind that History teaching is more than intellectual enrichment; it encourages tolerance, flexibility, critical and independent thinking (Tiale, 1991).

This study is basically a survey, based on a questionnaire administered to Standard 10 History pupils in four Senior Secondary schools in the Mathole Directorate in the Ciskei. The early chapters of the work deal with the background study of the pupils and the sample schools. Most of the information was gathered through the data provided by pupils and principals of the schools in the sample.

The second half of the study examines pupils' interest in and attitudes towards History as a school subject. Data on these were also gathered through empirical evidence provided through the questionnaire administered.

The last chapter (the conclusion), re-appraises what other studies have said about the future of History in Secondary Schools and how this study differs from them. Despite the numerous problems associated with History learning and teaching in the Ciskei, pupils in the study showed strong liking for the subject; and about 60% indicated their willingness to study it at the tertiary level. The chapter also attempts to give suggested solutions to some common problems pupils expressed in their answers to the questions in the questionnaire. The chapter closed with a challenge to the Department of Education, the Teacher Training Institutions and History teachers to provide the most suitable learning and teaching process that would make History alive to pupils, making it more meaningful, practical, relevant and enjoyable to pupils as a school subject.

This work being a pilot study is subject to criticism and deeper research work. This is to serve as a curtain-raiser to scholars to develop more interest in the topic and to research further into it, as the field is too rich and yearning to be ploughed.

As much as possible, facts and data obtained from respondents to the questionnaire have been put in tables and graphs for easy reference and interpretation. χ^2 tests were also used, at appropriate points in the analysis, to see if there were statistically significant differences between the responses of sub-groups in the sample. In particular, checks were made to see if there were sex differences, or differences in attitudes between those who were repeating their final year in school and those who were preparing for their matriculation examination for the first time. In most cases as will be shown, no significant differences

were found, and so it was possible to analyse the samples responses as a homogeneous group.

A copy of the questionnaire had been included in the appendix section of this thesis.

CHAPTER 2

PUPIL'S ATTITUDES TO HISTORY: A SURVEY OF RESEARCH

Recently there has been surprisingly little published research relating to the ways in which children perceive their own educational needs (Wilson, 1982). Wilson recognises that while it is true that pupils are not usually the best judges of such matters it can be inappropriate to limit an understanding of the ways which children perceive their own educational needs, entirely through the eyes of teachers and educationists. Burston comments that it is misleading to assume that pupils' need can be ascertained purely and simply by focusing attention on pupils (Burston, 1963 p192). At best, Burston continued, we as teachers and educationists can only attempt to make inferences from a view of the adult we hope to create, supported by the curriculum designed for children to study.

Whatever be the case, it should be noted that, pupils' attitudes are important, because they provide insights into issues in educational psychology, including personality, self-esteem, motivation and the optional conditions for learning (Wilson, 1982 p38). Factors which promote the most favourable attitudes - the greatest motivation and the best learning situations - are vital matters for the school curriculum.

Recent investigations into the attitudes of school pupils to the study of History (even though very few) are extremely valuable, but they tell us little specifically about the attitudes of Black pupils nor do they say much about how children rate History against other school subjects on the school curriculum. (Wilson, 1982). These issues - a virtual absence of any work on Black pupils' attitudes and interest in History, the popularity of History vis-a-vis other school subjects, the importance or relevance of History to pupils, the circumstances under which pupils learn History,

pupils' responses to History teachers and their methods and pupils' responses to History in general and its specific topics all influenced the course of this study.

Wilson(1982) provided a schematic conception of attitudes on three indices: cognition, affect and behaviour. The cognitive index which uses questionnaires and/or interview schedules to elicit respondents' opinion was applicable to this study. A larger part of the information used in the study was obtained from pupils through the use of a questionnaire. A five-page questionnaire made up of 30 single questions was designed for this purpose. The questionnaire will be discussed in detail in Chapter 3.

The available surveys and literature in South Africa rarely look at Black pupils' attitudes and interest in History, so confirming Wilson's assertion (1982) already quoted. In view of this, works from other scholars in other parts of the world, especially Europe and "white" South Africa had to be consulted. Some unpublished Master of Education theses were also used.

2.1 SCHOOL HISTORY IN CRISIS

Chernis in his study (1987) clearly identified the danger or crisis facing school History in South Africa and other parts of the world. The position of school History in the Mathole Educational Directorate, Ciskei, seems to be in agreement with Chernis' study at first sight, looking at the figures in Table 1. Chernis carried out his study on some white schools in the Natal, where the number of final year pupils (Standard 10) in the Senior Secondary schools writing History at the Final National Senior Certificate Examination had declined over the years as shown in Table 1. He continued to assert that, the position of History in the other provinces in South Africa was no better. To prove his case, he included the percentage of Standard 10 pupils who offered History at the Final National Senior Certificate Examinations in the Orange Free State for the years 1974 and 1979. These also showed a

decrease.

The decrease in the percentage of pupils offering History over the years needs, however, be interpreted with care. The sharp decrease from 44% in 1970 to 32% in 1975 in Natal for instance, was, at least partly the result of the differentiation education policy introduced throughout South Africa in 1972 and 1973. In this policy, the number of subjects offered in the Secondary Schools was enlarged, giving pupils a wider choice. It can be seen that after that sharp drop in 1975 the figures showed a lower rate of decline. This yardstick may also be used to explain the decrease in the percentage of Standard 10 pupils offering History at the National Senior Certificate (Matriculation) Examinations in the Mathole Directorate. As new subjects like Biblical Studies, Geography, Economics and Mathematics appear in the schools, the interest shown in the old subjects must, to some extent, dwindle.

TABLE 1: EVIDENCE FOR THE DECLINE IN PUPILS TAKING HISTORY

NATAL		OFS		MATHOLE DIRECTORATE	
YEAR	PERCENTAGE OFFERED HISTORY	YEAR	PERCENTAGE OFFERED HISTORY	YEAR	PERCENTAGE OFFERED HISTORY
1970	44,11			1987	68,7
1975	32,29	1974	35,09	1988	60,06
1980	30,31	1979	32,50	1989	59,3
1981	29,23			1990	51,1
1982	25,05				
1985	24,66				

Sources: Natal Education Department, OFS Department of Education and Ciskei Department of Education.

Another caution that should be taken into account is that, the decrease in the number of History pupils should not necessarily be equated with a loss of interest in the subject. Some schools in

the Ciskei, especially Mathole Directorate, for instance, offer 14 subjects. They are allowed to take only six to the final Standard 10 National Senior Certificate Examination. Three of the six are compulsory, being the first language and the two official languages - English and Afrikaans. In this case, the subjects face a strong selection competition from the pupils. At times, a pupil may like a subject, but the combination in the school may force him or her to drop it in Standard 10. Conversely, where the subjects offered for the Standard 10 Final Examination are limited, such as to seven or eight, the competition for selection is less and almost the same subjects continue to be selected. This is well illustrated by Table 9 of Chapter 3, where the subjects offered by the sample are outlined.

Chernis' findings (1987) that History is becoming less popular as a school subject strongly supports van den Berg and Buckland's claim (1983) that the previous decade had witnessed a growing crisis over the teaching of History in South African schools. A survey carried out by a group of HM Inspectors in some British schools in 1969-1970 also supports the crisis facing History in terms of interest and popularity with pupils in their final Examination class, but no detailed figures were provided.

The results of this study, however, tend to refute the views expressed by Chernis, van den Berg and Buckland and the HM Inspectors that History is in danger as a school subject, because respondents in the study showed positive attitudes and interest in the subject.

Giles (1975) conducted an extensive survey of 14 Secondary Schools in an English industrial town. He attempted to see how many pupils maintained their interest in History in the last years of the Secondary School when the subject becomes optional. In nearly all the schools, History was compulsory for the first three years. Options began to be introduced in the fourth year. A wide range of

subjects was available in the fifth year (equivalent to South African Standard 9 class). In the sixth form years the number of subjects taken by each pupil is reduced and the number of options is increased still further. Table 2 shows the reduction of numbers in the 14 schools over the three stages.

TABLE 2: PUPILS TAKING HISTORY, 11-18 YEARS

	PERCENTAGE	PERCENTAGE	PERCENTAGE	ACTUAL NUMBER
SCHOOL	FIRST THREE YEARS	FOURTH YEAR	FIFTH YEAR	IN SIXTH FORM
1	95	79	52	61
2	93	68	33	13
3	100	29	50	6
4	100	32	13,5	5
5	100	72	64	50
6	100	73	83	39
7	100	69	55	-
8	100	75	72	44
9	100	83	85	44
10	67	71	77	-
11	100	45	37	1
12	100	37	35	4
13	100	100	100	4
14	100	100	29	12

Source: P.M. Giles: General curriculum studies (1975) p134

It is to be expected that as options increase, the percentage of pupils taking any one subject will decrease. Very considerable reductions occur in four schools of the 14 where, by the fifth year, only 13% to 37% of pupils chose to do History. In the remaining 10 schools, however, at least half the pupils had voluntarily chosen History. In five of these schools, however, more than 70% of the pupils were prepared to continue their early

History studies. Giles (1975 p135) also calculated that nearly 70% of the sixth formers had History as one of their three or four sixth-form subjects.

A British study by Michael Wilson (1982) on the attitudes of 150 slow-learning adolescents in three schools to learning History, also tend to support the view that pupils lack interest in History in relation to other school subjects. The responses of Wilson's sample were summarised in Table 3.

TABLE 3: CLASSIFICATION OF RESPONSES ACCORDING TO INTEREST AND IMPORTANCE

	SUBJECT	No OF RESPONSES	SUBJECT	No OF RESPONSES
		INTEREST		IMPORTANCE
1	Crafts	120	English	145
2	PE/Games	118	Mathematics	138
3	Art	102	Geography	92
4	Science	96	Crafts	88
5	English	96	Science	83
6	Mathematics	84	Art	74
7	Geography	84	PE/Games	71
8	History	66	History	34
9	Music	38	Religious Education	42
10	Religious Education	33	Music	27

Source: Michael Wilson (1982) p24

In this study pupils were able to rate subjects as important as well as whether they enjoyed the subject. Pupils' responses both to the interest they have in the various school subjects and the importance of the school subjects put History at the eighth and ninth positions. Wilson's findings (1982) resemble the earlier survey of the Schools' Council in 1968. In that survey of the

Schools' Council (1968), it was revealed that History was only second to Religious Education in terms of unpopularity. In Wilson's study, History was next to Religious Education and Music in terms of unpopularity. Possible reasons for the unpopularity will be discussed further in this chapter and the extent to which History is unpopular in the schools sampled in the survey will form a major part of this thesis.

The situation in Europe seems to follow the same pattern - History is on the decline. Both Koppers (1972) and Kuhn (1980) cited in Chernis (1987) confirmed the rapid decline of the popularity of History in Germany in their separate surveys. Testing the popularity of History against other school subjects, Filser's study (1973) in Germany, cited in Chernis (1987) showed that out of twelve subjects, History was rated seventh, chosen by only 16% of the respondents as their favourite subject.

On the contrary, Du Plessis, Du Pisani and Plekker (1988, 1989) produced statistics which showed strong support for History. In 1988, 41,3% of Standard 10 pupils in Black schools chose History for the National Senior Certificate Examination, making it the second most popular subject after Biology. In 1989, the percentage increased slightly, and it still maintained its second position. The details are presented in Table 4.

TABLE 4: PERCENTAGES OF BLACK STANDARD 10 PUPILS ENROLLED IN VARIOUS SUBJECTS FOR THE NATIONAL SENIOR CERTIFICATE EXAMINATION IN 1988 AND 1989

	SUBJECTS	1988	1989
		%	%
1	Biology	88,1	89,0
2	History	41,3	44,2
3	Geography	35,1	37,3
4	Mathematics	30,2	26,3
5	Physical Science	17,1	17,9
6	Business Economics	15,4	15,5
7	Economics	8,9	9,5
8	Accountancy	8,6	8,1
9	Typing	0,8	1,2
10	Technical	0,4	0,4

Source: Du Plessis, Du Pisani and Plekker (1988, 1989)

Three factors might account for this highly conventional distribution of pupils over subjects. The first factor is conservatism on the part of both Black parents and their children. The Sciences and the Commercial subjects are rated low, with Technical subjects, which could be pupils' favourites in other parts of the world, virtually not selected. Parents as well as pupils, have a strong prejudice for academic education. Even when pupils have the choice of doing the sciences, commercial and technical subjects, most pupils continue to select the purely traditional academic education subjects like History. This in a way protects History from being rejected from the school curriculum in Black schools.

A personal observation made was that none of the Standard 10 leaving pupils was prepared to go to Technikons. Nearly 90% of the pupils interviewed informally in the author's school on what they

intend doing after completing Standard 10, said they would go to College of Education or University or Nursing Colleges.

The second factor might be the absence of facilities to promote interest in the sciences, commercial and technical subjects. In the eight Senior Secondary Schools in the area surveyed in the study, only three have a science laboratory, but only one is well equipped for any serious work.

The third factor is the absence of adequately qualified teachers for the science related subjects. Some comments on the levels of teachers' qualifications will be made later in this chapter. At this point, however, it is possible to argue that problems might be traced to the primary school. From the author's visits to schools and discussions with teachers and pupils in the local area, it was realised that the foundation for the sciences, commercial and technical subjects at the Primary and Junior Secondary level is too weak to support any large numbers at the Senior Secondary School level. So for more pupils to develop interest in these subjects, there should be improved facilities and teaching personnel at the Primary and Junior Secondary School level to lay the required foundation.

The popularity of History in South African Black schools when it has become an optional subject would seem to be greater than that suggested in other studies. The results from this thesis, it will be shown, produced quite a different picture. When asked to rate History alongside other school subjects in order of preference, the pupils ranked History third out of seven subjects. Pupils' interest in and attitudes towards History will be discussed in detail in chapter 4.

Wilson's work recognised that pupils might differentiate between the popularity and the significance of a particular subject. Many writers have found that their respondents commented on the lack of

relevance of History as a school subject. This is especially clear when pupils are asked to comment on what they expect to achieve from the study of History. According to Vaudry's study (1989), the general picture that emerges is that History is irrelevant to modern pupils, society and the job market. The current trend is to emphasise Mathematics and Science because they are in high demand in the job market. In contrast History is seen as irrelevant to the computer age with no job opportunities.

Vaudry (1989), however, recommended that it should be impressed on pupils that History is unique with its own tools of skill and interest, needed by any person who wants a purposeful life. In support of this, some students in Vaudry's study found History both interesting and useful. They explained further that, they rely on History to give them a sense of their past and that it serves as a core of information from which to approach other subjects. This view of Vaudry's students comes very close to G.M. Trevelyan's idea that History is the cement that holds all subjects together (1946 p27). Concluding her discussion, Vaudry stressed that History, as a unique subject, needs no justification for its place in the timetable; however, a school's approaches and methods need justification: the role of teachers and the clarity of their lesson objectives are underlined.

The general idea expressed by critics of History that History is irrelevant prevails in Chernis' study (1987). Pupils in Chernis' study see very little relevance of History. He blamed this on the rapid technological development which shifted the centre of learning activity from the liberal Arts to the Sciences, Mathematics and Technology. Subjects related to these fields were believed to have the answer to the world's problems and challenges. The idea that History is irrelevant because it does not provide ready jobs at the end of a course of study also emerged in Chernis' study. Coupled with this is the idea that History does not offer practical solutions to economic, scientific and medical problems

and is, therefore, irrelevant.

Perhaps the quotation from the New York Chinatown Project, that "the study of History won't buy rice, and it won't provide heat in winter." (An HMI View, (1985 p2)) sums up well, pupils' reluctance to find significance in History studies. Some similar views were also evident in this thesis. A few pupils in the sample questioned the job opportunities opened to them after studying History. Another 10 pupils in the study also remarked: "History is irrelevant to our future career." "The History we study is useless, what are we going to do with dead Hitler?" These few people were trying to express the popular view held by the public who favoured science, mathematics and technological subjects because they are more practical and provide ready employment after school. Very often, to the public and to school pupils, as Chernis found, the school is seen as a vehicle to provide the child with a career and preferably a lucrative profession. Anything short of this is irrelevant.

More than half the pupils in the study, however, seem to disagree with the popular notion that History is irrelevant. In support of some of the students in Vaudry's study (1989), they see the relevance of History not in terms of easily available jobs after school, but in terms of self-development, understanding and acquaintance with rights and obligations in the society.

At this juncture, works on pupils' reaction or responses to General History and South African History will be examined. Most of the works to be examined here will be of South African origin, since the firm division of the History syllabus into General and South African aspects is peculiar to South Africa. Wendy Carstens' work (1977) will form the basis of the discussion here.

In 1977, Carstens carried out research into the causes of the high failure rate of Black candidates who wrote the National Senior

Certificate Examinations in 1974. In that examination, about 25% of the candidates passed with the remaining 75% failing. Carstens administered questionnaires to teachers of Black pupils doing the National Senior Certificate History to ascertain teacher-attitudes to the National Senior Certificate History syllabus. The questionnaire was administered in 1975 by post. In all, 27 teachers, mostly male, responded. The respondents included Blacks and Whites. They were under 40 years with university degrees and teachers' certificates. They all claimed to like and enjoy learning and teaching History.

In the questionnaire, each section of the syllabus had to be rated for its popularity on a five point scale. The responses were computed on the order of popularity. On the whole, European (General) History sections were clear favourites and South African History sections were not at all popular. Table 5 shows the order of popularity of the sections. South African sections are asterisked.

TABLE 5: THE ORDER OF POPULARITY OF THE SECTIONS IN HISTORY

POSITION	SECTION
1	The Old Order and the Napoleonic Period
2	The rise of National States in Europe
3 *	Relations between the British Government and the Boer Republics
4	From Versailles to the Second World War. The New World 1945
5a *	Immigration and Expansion in South Africa. The Republic's neighbours
5b	Imperialism and Relations between the Great Powers
6a	Democratic Development in Britain
6b *	Non-Europeans in South Africa
7 *	Political history in South Africa after 1910
8	The Evolution of our Form of Government

Source: Wendy Carstens (1987)

The Old Order, the Napoleonic Period and the Rise of National States in Europe were generally liked because they were felt to be relevant and were free of emotional involvement. In addition, the wealth of material available and the charisma of certain personalities were appreciated. Some comments made by the respondents were:

"Those ringed steal the show because of their relevance to our particular situation."

"The Old Order in Europe, for instance, for obvious reasons (although our pupils have to be coaxed to see the relevance)."

"Unifications - because they show how through nationalism unity of people can be achieved."

In the South African History section, the respondents' top favourite topic was on the struggle of the Boer Republics which the respondents asserted was a good lesson for developing Bantu "national states".

Carstens' study is supported by van den Berg and Buckland that most Black pupils (and teachers) prefer General History to South African section although their work made no attempt to survey numbers.

This study also confirms Carstens' and van den Berg and Buckland's findings, as more pupils in the sample positively opted for General History. Some of the reasons given by the respondents of Carstens' study for their interest in the General History topics (sections) were also echoed in this study. "Relevance to our particular situation" as commented in Carstens can be matched by an answer given by pupils in this study that the History of Russia in the first two decades of the Twentieth Century resembles the situation in South Africa at the moment.

In Carstens' study, respondents gave reasons for disliking some topics. Four main reasons were given. These were: the subject or the syllabus was too complicated; dull; irrelevant and distasteful. Many mentioned the distastefulness of South African History. Excerpts from two of the four views are included here, and a full discussion on this will be made in chapter 7 of this thesis. One teacher claimed that South African History was "most hurting" as it was "about whites only" with Blacks as "underdogs." Another teacher disliked having to explain that Blacks "were thieves and dishonest because I know that is not true."

A closer examination of the reasons for the Carstens' respondents' distaste for South African History exposes the use of History for indoctrination in South African schools. The prescribed syllabus and the textbooks often support the "status quo" - the Apartheid

system and suggest the superiority of Whites as opposed to the non-Whites. This made some teachers and their pupils dislike South African History. As Carstens discovered, pupils' refusal to answer the section on South African History during the 1974 National Senior Certificate examination, partly explains the startlingly poor results.

Indoctrination in South African History is also condemned by van den Berg and Buckland (1983) as one of the factors contributing to most secondary school pupils, especially Blacks, disliking History, although no figures are given. In the present study, pupils' dislike for History is basically socio-political. This could be the effect of indoctrination as some of their reasons for disliking History clearly pointed out.

Up to this point, investigations have been considered only for their broad results. Some of the investigations grouped pupils into age or sex categories. For example, Simon and Ward's study (1975) placed pupils in age groups and asked them to indicate whether they found the ten aspects of History interesting, uninteresting or had no opinion. Here, a three-point scale, in contrast to Cairns' five-point scale was used. This was done, according to the authors, to keep the exercise valid but make it less confusing for pupils.

About 169 Form 2 pupils (about Standard 6 in South Africa) and 105 Form 4 pupils (about Standard 8 in South Africa) were drawn from a large comprehensive school for this purpose. Their responses can be seen in Table 6.

TABLE 6: RANK ORDER FOR ITEMS LISTED AS INTERESTING BY FORMS 2 AND 4 PUPILS

ITEM	FORM 2	FORM 4
	RANK	RANK
1. Biography	2	1
2. Adventure and Exploration	1	2
3. Social History	6	3
4. Ideas of people in the past	3	6
5. Local History	4	4
6. Development of practical things eg roads	5	7
7. International problems	7	5
8. Economic History	8	9
9. Political History	9	8
10. Constitutional History	10	10

Source: Simon and Ward (1975 p155)

Table 6 shows a clear preference in both age groups for biography and adventure, a definite lack of interest in economic and social History and no trends that are attributable to age (Simon and Ward, 1975 p154). The results obtained by Simon and Ward are seemingly confirmed by the responses of the pupils in the present study. It will be shown that topics such as Hitler, Napoleon and Bismarck, which can be linked with the Biography topic in Simon and Ward, were ranked very high on the preference rank order (See chapter 7), confirming the results obtained by Simon and Ward. The low ranking given to constitutional and political History by the pupils in Simon and Ward's study was also confirmed by pupils in this study. Topics like "Decline of Black chiefdoms", "Scramble for Africa" and "South African White Politics", which form part of Simon and Ward's title of Constitutional and Political History, were the three lowest ranked topics out of 18. This could also support the reasons why pupils do not like South African History. As van den

Berg and Buckland (1983) said, South African History leans heavily on political, constitutional and diplomatic History, and this could partly account for pupils' dislike and lack of interest in History.

The present study is concerned only with Standard 10 pupils, so the Form 2 pupils' responses in Table 6 can not be compared with the Ciskei responses. The similarity of ratings at the top and bottom of the scale and the comparatively close general ranking when ages are isolated is, however, worth noting.

The centre of discussion now moves from pupils' responses to teachers and their methods. As it has been suggested earlier in this chapter, the role of the teacher is vital in the classroom. His own interest, handling of the subject in the classroom, his own initiative and improvisation will go a long way in helping pupils like or dislike the subject.

Steele (1976) compared the striking progress that has been made in resources for History teaching, where archive and project kits, resource and topic books, and slide sets are now available in large quantities and the lack of these facilities in most schools. The majority of the schools seemed to be unaware of the new innovations or are aware but cannot afford them.

These obsolete and condemned methods of teaching History continue to predominate in Black schools, and Ciskei is no exception. The nature of the classrooms and the circumstances under which Black pupils study History in the Ciskei (which will be discussed further in Chapters 3 and 5) do not permit the usage of most of the resource materials, were they available in the Black schools. Flatela (1990) has given details of the absence of most teaching aids in schools in the Transkei, even those which are neither expensive nor dependent upon electricity. It can safely be argued that the situation is similar in Ciskeian schools.

The quality of teaching is partly dependent upon the training teachers receive. According to Du Plessis, Du Pisani and Plekker (1989), only 10% of teachers in Black Secondary Schools lack professional qualification after Standard 10 Matriculation Senior Certificate Examination. Table 7 shows the academic and professional qualifications of teachers in Black Secondary Schools in the country as a whole.

TABLE 7: ACADEMIC AND PROFESSIONAL QUALIFICATIONS OF TEACHERS IN BLACK SECONDARY SCHOOLS - 1989

ACADEMIC TRAINING BUT NO PROFESSIONAL QUALIFICATION	No	%	ACADEMIC AND PROFESSIONAL QUALIFICATION	No.	%
Standard 8 and Lower	63	1,2	Standard 6	152	0,3
Technical Certificate	83	1,6	Standard 8	2647	5,2
Standard 10	3716	72,4	Technical Certificate	4	0,01
Degree	1300	24,8	Standard 10 + PTC	10323	20,2
			Standard 10 + 2 years	6638	13,0
			Standard 10 + 3 years	22733	44,5
			Degree	8623	16,9
			TOTAL	51120	100,01

Source: Adapted from Du Plessis, Du Pisani and Plekker (1989)

The qualification distributions unfortunately do not specify whether the teachers are appropriately qualified for the subjects they are teaching. Secondary school teachers may hold a Primary Teachers' Certificate or a BA degree with subjects which are not relevant for appointment, they may not have the necessary qualifications for the subjects which they have to teach. (Du Plessis, Du Pisani and Plekker, 1989)

Flatela (1990) writing on Transkei, showed Teachers' Academic and Professional qualifications of the 55 teachers of History in

secondary Schools in the Transkei which he studied. The two tables compiled by Flatela (1990) have been brought together in this study as Table 8 for purpose of comparison and analysis.

Statistics for History teachers and their qualifications in the Ciskei in general and Mathole Directorate in particular were not available, so Flatela's work on Transkei, which is likely to have much in common with Ciskei, will be used to draw some conclusions for Ciskei and Mathole together with the help of some data on the History teachers in the sample schools.

TABLE 8: THE ACADEMIC AND PROFESSIONAL QUALIFICATIONS OF HISTORY TEACHERS IN THE TRANSKEI - 1986

ACADEMIC			PROFESSIONAL		
	No	%		No	%
Matriculation	27	47	UED/HED (Secondary Training)	9	16
University BAI & II	10	20	SATD/JSTC/STD (Secondary Training)	28	51
University BAI III	12	22	NPH/PTC/PTD (Primary Training)	10	18
BA (Honours)	4	7	NPL (Primary Training)	1	2
Masters	2	4	No Professional Qualification	7	13
TOTAL	55	100		55	100

Source: Flatela (1990 pp67 and 69)

The four sample schools had six teachers teaching History in Standards 9 and 10 (Senior Secondary School). Three of them had a university degree plus professional training. The other three were holders of the Secondary Teacher's Diploma (STD). This coincidentally agrees with Flatela's study (1990) where 51% of the History teachers in the Transkei have Secondary Teacher's Diploma. The concern expressed by Flatela about the type of training given to these STD holders in the Colleges of Education is also shared by this author. Flatela confirms Vena's claim (1987 p178) that the "present teacher training course in History content is nothing more

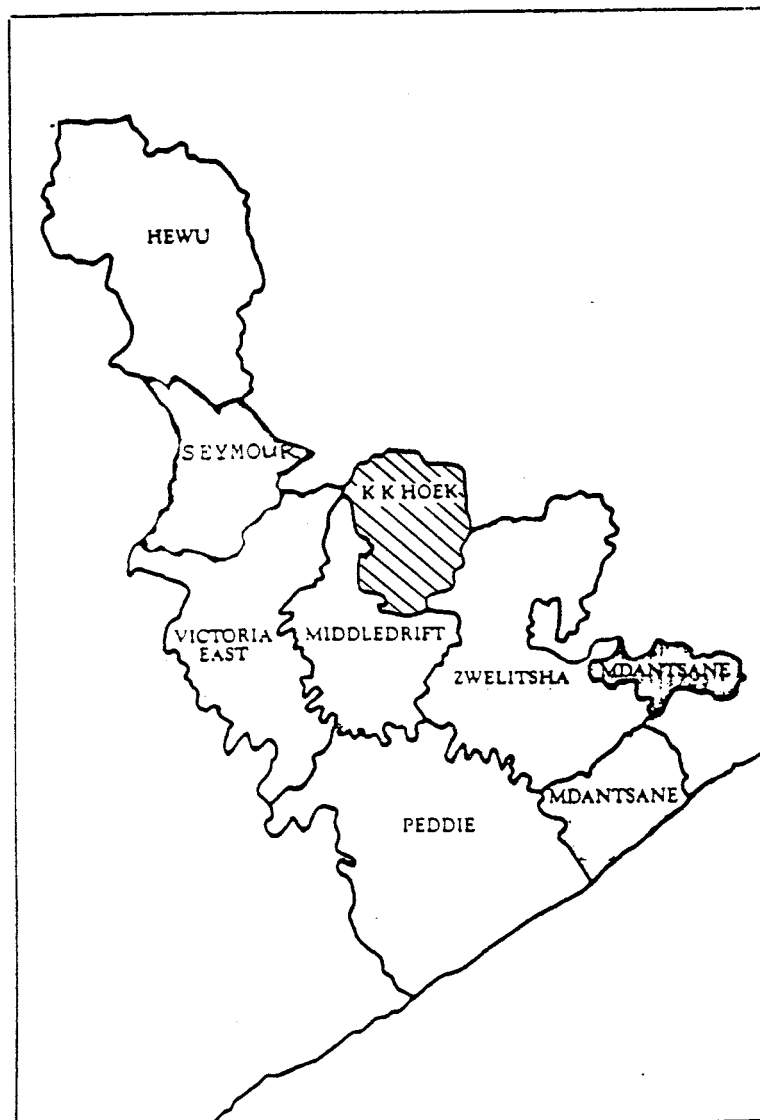
than just a repetition of work already done" in Senior Secondary School.


The author has observed that some teachers who complete their teacher training courses and majored in History prefer not to teach this subject at the Senior secondary School level (Standards 9 and 10). The role of Teacher Training Institutes, which will be discussed again later in Chapter 6, should be reappraised to produce teachers who are confident enough to teach their major subjects at all levels. The colleges should teach the teacher-trainees more than what they will be teaching after their course. The idea of using the same textbooks used in the Secondary Schools should be discarded. Psychologically, the student-teachers are being equated to Secondary School pupils. This may create a feeling of inferiority. After all, teachers must know more than what they are going to teach, so new textbooks slightly higher and advanced than those used in the Secondary Schools should be designed for them. This will help build some confidence in them and answer Vena's complaint about the History content taught teacher-trainees.

This background reading will not be complete without saying anything about the geographical location of the Mathole Directorate where this study was based; the socio-economic conditions of the area and the South African Education system under which the study falls.

The Mathole Directorate is located in the independent Homeland Republic of Ciskei. The Mathole Directorate, like other Educational Directorates in the Ciskei, occupies almost the same administrative boundaries as the Keiskammahoeck Magisterial District. The map of the Magisterial Districts of Ciskei, marked Fig I shows the approximate location of the District.

Figure I: The Magisterial Districts of Ciskei



KEY:  The Study Area

(Source: Lucia Oosthuysen, 1989 p113) Not drawn to scale.

The Mathole Educational Directorate is bordered on the north and north-east by the Stutterheim District of the Republic of South

Africa. Middledrift and Victoria East (Alice) Directorates form the western border. To the south is Middledrift and Zwelitsha North forms the South-Eastern border. Oosthuysen (1989) gives the geographical position of the Keiskammahoek Magisterial District as situated between Longitudes 27 degrees East and 27 degrees 15 minutes East; and Latitudes 32 degrees 33 minutes South and 32 degrees 48 minutes South.

According to figures presented by Oosthuysen (1989 p116), Keiskammahoek was the least populated District in Ciskei in 1980. Whereas Mdantsane, the most densely populated District in Ciskei had 178 743 people in 1980, Keiskammahoek had only 38 280. This small population total could be the result of the size of the District and its rural nature, the topography of the area which is hilly and climatically cold in winter and absence of job opportunities in the vicinity. Lack of job opportunities in close vicinity of most villages forces many people to commute or become migrant workers (Oosthuysen, 1989 p 121). Accessibility is not easy in the District, so workers are forced to settle near white urban centres where they work instead of having to commute daily. This depletes the population of the District. In the isolated, impoverished and rural Amatola Basin of the District, three out of four men and one out of every two women of working age are migrant workers (Bekker and De Wet, 1982).

The socio-economic conditions of the District were deplorable in the 1970's and early 1980's, but things have improved considerably with the construction of four major dams on the Keiskamma River to provide water for irrigation, industrial and household purposes (Oosthuysen, 1989). The Keiskamma Irrigation Scheme, under the management of Interscience Ltd. for the Ciskei Agricultural Corporation, and similar schemes near the four major dams on the Keiskamma River, are helping to improve the socio-economic conditions of the people. The Keiskammahoek District has been earmarked by the government as the major producer of food and of

other agricultural and timber products for Ciskei (Odendaal, 1987 p42). These agricultural irrigation schemes have brought economic life to the District. Saw mill, dairy processing and furniture factory using the natural resources available in the District have been set up (Hill, Kaplan and Scott n.d.).

Against this brief background, the education provision of the area can be considered. School education in Ciskei should be seen in the light of indigenous African education which comprised the close inter relation of life and education and stressed the importance of rote learning and memorisation (Oosthuysen, 1989 p130). The introduction of western education in the Ciskei took the pupils away from the real situation and concrete facts taught them in a personal relationship under the "informal" African education and placed them in a "formal" education stressing rote repetition and meaningless formulas. Rote learning thrived strongly and school education or formal education became divorced from real life causing a break between school and cultural environment (Duminy, 1971).

Ciskei was, nevertheless, the birthplace of formal Black education in South Africa (Oosthuysen, 1989 p134). Dr van der Kemp of the London Missionary Society established the first school in 1789 in the present-day Ciskei near King William's Town. More schools, under missionary control, were opened and the most notable were: Lovedale (1824), Healdtown (1847) and St Matthews (1855). With the inception of the Union of South Africa in 1910, the administration of Black education was entrusted to the Provincial Administration.

In 1951, the Eiselen Commission recommended a separate State Department to control Black Education. In 1953, the Department of Bantu Education Act No 47 was enacted. In 1958, the Department of Bantu Education became responsible for all educational activities in the Ciskei. Decentralisation in the educational activities in the Ciskei took place in 1961, when Ciskei became a self-governing

state and in practice managed its own educational activities through the Ciskei Department of Education. In 1981 when the homeland attained full independence, the Ciskei Department of Education functioned as a State Department of an independent Black state (Engelbrecht and Lubbe, 1980).

Educationally, Ciskei continues to keep close links with the Republic of South Africa. The Department of Education and Training, formerly the Department of Bantu Education, continues to conduct the National Senior Certificate Examinations for Standard 10 matriculants in the Ciskei and the external examinations for the three Colleges of Education in the Ciskei. The Department of Education and Training issues certificates to successful matriculants and trained teachers from Ciskei.

Development of education in Ciskei has not been as brisk and advanced as it should have been. The problems hindering rapid development, according to Crause et al (1982) have been: low level of literacy, significant school drop out rates and relative high teacher:pupil ratio. Finance has also been a problem, thus preventing Ciskei from introducing compulsory education, as was envisaged in 1974.

In spite of the problems facing the development of education in the Ciskei, Mathole has managed to make some appreciable progress. There are currently eight Senior Secondary Schools (1991) as against five in 1984. This will increase to 10 by the end of the 1992 academic year, as two more Junior Secondary Schools are being upgraded to senior secondary status. The number of the various phases of education for 1984 and 1992 can be found in Table 8B.

From Table 8B, it can be seen that the enrolment of pupils in the Secondary School section in 1984 had almost doubled in 1991. The Table reflects a very rapid increase in the enrolment of pupils in South Africa as a whole.

TABLE 8B: THE NUMBER OF SCHOOLS IN THE VARIOUS PHASES IN THE MATHOLE DIRECTORATE IN 1984 AND 1991

	A	B	C	D	E	F	G
1984	-	10	-	24	5	5	3567
1991	1	9	3	31	6	10	6360

Source: Partly adapted from Oosthuysen (1989)

KEY

- A Nursery
- B Lower Primary only
- C Higher Primary only
- D Primary with both Lower and Upper
- E Junior Secondary only
- F Senior Secondary with Junior Secondary
- G Total enrolment of pupils in Junior and Senior Secondary

This chapter has attempted to show the comparative paucity of studies which examine pupils' attitudes to school subjects in general and History in particular. The small number of detailed studies contrasts strongly with the frequently repeated claim that pupils find History boring and irrelevant. These claims, however, are based most frequently, on teachers' impressions rather than actual statistics.

This thesis will show, however, that there were a large number of pupils, in a survey of four Ciskeian Secondary Schools, who had positive, rather than negative attitudes towards History. These positive attitudes might, however, have been influenced by extraneous factors, such as the availability of other subjects, social attitudes towards conventional academic curriculums and limited exposure to more stimulating teaching methods. The chapters, following that describing the methodology of the survey, will examine pupils' backgrounds, their responses to teachers'

methods and materials, and their attitudes towards History in general, to its purpose, and to specific historical topics and approaches.

CHAPTER 3

THE QUESTIONNAIRE AND THE SCHOOLS

This thesis is basically a survey, through the use of questionnaire, to elicit pupils' responses, ideas about, and attitudes towards History at the end of their secondary school careers.

Originally, the survey was planned to cover five of the eight Senior Secondary Schools in the Mathole Directorate, and was to cover both Standard 9 and 10 pupils, including both those offering and those not offering History. The purpose of this was to see how the two groups - those offering History and those not offering History - view History as a school subject. However, the designing of a suitable questionnaire for that purpose not only proved to be hydra-headed, but also seemingly impossible. The nature of this thesis and the time limit necessitated a more simplified approach, limited to pupils offering History at Matriculation level in four of the eight Senior Secondary Schools. The four schools were chosen from rural and urban areas, two of them being rural and the other two urban.

By reducing the number of schools and the number of pupils in the sample, two advantages occurred. The first was that the questionnaire could be extended, giving pupils wider opportunities to express their feelings, as the questionnaire and its statistical analysis could be faced because of a smaller sample. The second advantage arose because the sample was restricted to those actually studying History. Inadequate answers to the questions about the purposes of learning History or about the responses to Senior Secondary School History topics would have been very poorly answered by pupils who were not studying the subject.

After examining other previous questionnaires (specified later in this chapter), a five-page questionnaire made up of 30 single questions was designed. Because the concern was with attitudes towards History,

the questionnaire was designed to give as much information as possible from five main areas. These are:

- a) The Pupil's background.
- b) Attitudes to and interest in History.
- c) Pupils' interpretation of the gains from studying History and the purpose of History.
- d) Difficulties and Easy aspects of studying History.
- e) Attitudes to and interests in History lessons of various types.

From the previous chapter on background reading, it was shown that all these issues had emerged in previous investigations. The questionnaire was developed almost at the same time as Fillis (a Rhodes Education Faculty Student) produced his questionnaire and thus had some influence on the present questionnaire. Some of the questions on general and broad attitudes (and some used by Fillis) were also influenced by a questionnaire sent out by the Human Science Research Council (HSRC) in 1989. The HSRC Questionnaire was designed for Lecturers in Colleges of Education and the Universities.

Fillis' questionnaire was planned for "Coloured" students in a College of Education, while the present research was concerned with Black pupils at Senior Secondary School level. In broad perspective, the two studies are linked to a wider survey research programme in History teaching being undertaken by students of Rhodes University.

Other influence on the questionnaire design came from J.C. Vaudry (1989). Only few of her questions were directly adapted because of the differing British, as opposed to the Black South African, situation. South African matriculants offer six to seven subjects as against three or four followed by the British sixth-formers. It should also be noted that the level of the sixth-formers is higher than that of the South African matriculants.

Chernis (1987), through his unpublished thesis, also had some influence

on the drawing up of the questionnaire. His schedules "A" and "B" in the appendix section of this thesis were adapted for use. These schedules are linked with attitudes to and interest in History. His questionnaire was administered to white pupils in Natal Secondary Schools.

3.1 THE QUESTIONNAIRE IN DETAIL

The full questionnaire appears at the end of the thesis in Appendix B. Thirty separate questions were asked, with some questions having two or more sub-divisions. The most important questions in the questionnaire were those concerning attitudes to and interest in History. The questionnaire tried, where possible, to make the pupils' answering task quicker by using ticks or crosses at the appropriate boxes and columns.

In the case of attitude and interest questions, however, pupils were given the chance to express, in some questions, their ideas in open-ended questions. The open-ended questions were: 14, 15, 17a, 17b, 22, 25 and 27b. The questions dealing with attitudes to and interest in History were: 6, 7, 8, 16, 17a, 17b, 23 and 25. These questions were influenced by Fillis' work. Obviously, closely linked to attitudes to History would be the pupils' understanding of the purpose of History, and so questions were devised to elicit pupils' responses. Three questions were devised for this purpose. Two of them, Questions 26 and 27 were closed, and the remaining one, 27b, was open-ended.

Personal attitudes towards a subject are partly influenced by whether it is found to be easy or difficult. Questions had to be devised to look at this issue. These were: Questions 18, 19, 20, 21 and 22. Three of these, Questions 18, 19 and 21 were closed requiring only ticking. The two open-ended questions were 20 and 22. Most of these questions were adapted from the HSRC Questionnaire.

Pupils' attitude to and interest in a subject could also be influenced by the teacher and the methods used. Questions were, therefore, asked about the kind of methods teachers use and how pupils react to them.

Four questions were devised for this purpose. Unlike the previous questions, these four questions had no outside influence. They were devised by the researcher personally. The questions were: 12, 13, 14 and 15.

The pupils' background could also have an influence on their attitude to and interest in History. Questions were, therefore, produced to elicit such information from pupils. Questions 1, 2, 3, 4, 5, 9, 10 and 11 were concerned with this aspect. Unfortunately, questions on Age and Sex which form part of this section were mistakingly omitted in the final printing of the questionnaire. They were, however, handwritten at the foot of the first page of the questionnaire. The researcher, who personally administered the questionnaire to pupils drew the attention of the pupils to this and went round the classroom to make sure that pupils answered them. The two questions will, however, take their appropriate position as 2b and 2c in the copy of the questionnaire to be found at the end of the thesis as Appendix B.

Most of the questions in this section required either ticking the right box, or providing a "guided answer". Questions in this section were largely created by the researcher but a few were adapted from Chernis'. The researcher's own questions included Questions 1, 2, 3, 4, 5, 9, 10 and 11, while Questions 6 and 8 were adapted from Chernis'.

According to Vaudry (1989), sample schools are not normally named, but just like her, it is very necessary to deviate from the normal thing to name and also describe them. The schools sampled were chosen on the basis of location (rural or urban) and academic performance at the National Senior Certificate Matriculation Examination. This was done to get a wider cross section of attitudes to and interest of pupils in History. Sampling only rural or only urban schools might not give a true representation of the views of the pupils in a sample. In the same way, sampling only the very best schools (in the academic sense) may not give us a true reflection of the answers that might come from a wider sample. To strike a balance, therefore, a very good school, an

average school, an above-average school and a weak school were chosen.

Two schools were, therefore, selected from the urban area. One of these had above-average performance and the other had the poorest examination results of all four schools. Of the two rural schools selected, one had very good examination results and the other average examination results. This selection deviated from the original plan of a proportional selection of sample. Since there were six rural and two urban schools in the Directorate, the original plan was to have selected three rural for each urban school.

The names of the sample schools, their location, their academic ratings and a brief description are now provided.

- a) Ntabakandoda Senior Secondary School, which will be called School I in the thesis. It is a purely rural school and an average school in terms of academic performance. In the 1990 National Senior Certificate Examination, 42,8% of its pupils secured passes and it was placed sixth in the Directorate. It was founded in January 1975 as a Junior Secondary School with very few facilities. Despite its upgrading into a Senior Secondary School in January 1985, the facilities have not been significantly improved since.

It is situated at the Qogodala location, some five kilometres off the main Alice-King William's Town Road. It is situated between Rabe and Ngcangeni, the two main locations it serves. It is about 35 kilometres from King William's Town. Subjects offered for the Matriculation Examinations are the traditional subjects excluding Mathematics and Physical Science. The school does not offer Commercial subjects. Pupils offer seven subjects for the Matriculation Examination without choice. Facilities are poor as Table 9 below, indicates and these hamper serious learning if teachers do not show a high sense of initiative and interest in their work. There are ten classrooms for about 549 pupils - an

average of nearly 55 pupils to a class.

- b) St Matthew's Senior Secondary School, will be referred to as School II in the thesis. It is a semi-rural school situated at Mthwaku location, some six kilometres north-east of Keiskammahoek. It is a very good school in terms of academic performance. Over the past years, it has monopolised the first position with very good and high symbols not only in the Directorate, but also in the whole of Ciskei. It came first in the Directorate in the 1990 National Senior Certificate Matriculation Examination with 79% passes.

It was originally founded as a College complex by the Anglican Mission in 1855. The present Senior Secondary School was re-established at the College Complex sometime in the 1960's. It is the only separate Senior Secondary School for girls in the Mathole Directorate. It is also the only boarding school. It has some of the best facilities, not only in the Directorate, but also in the whole of the Ciskei. It offers the traditional subjects including Mathematics and Physical Science. It does not offer Commercial subjects. It has a well-equipped library and a spacious well-equipped science laboratory. It has a Geography room and two home science blocks. It has a permanent electricity supply. There are eleven classrooms for 436 pupils - an average of nearly 40 pupils to a class.

- c) Kuyasa Senior Secondary School, which will be called School III in the thesis, is the first of the two urban schools selected for the study. It is situated right in the heart of the industrial town of Dimbaza. It is an average school in terms of academic performance. In the 1990 National Senior Certificate Matriculation Examination, it secured 50% passes to

obtain third place in the Directorate. It is about 18 kilometres away from King William's Town. It was founded in 1972 as a full Senior Secondary School.

Specially established to serve the needs of the people and the industries in the Dimbaza Township, it was provided with a science laboratory, electricity (24-hour service) and a Home Science Block. In addition to the traditional subjects, it offers Mathematics, Physical Science and the Commercial subjects. Pupils have a wide range of subjects to choose from for their Matriculation Examination. There are 16 classrooms for 894 pupils, an average of 56 pupils per class. There is no library in the school.

- d) Archie Velile Senior Secondary School is called School IV in the thesis. It is the second urban school. It is located at Dimbaza East, also called Thembisa. It is about 16 kilometres away from King William's Town. It was founded in 1980 as a full Senior Secondary School to help accommodate the large number of pupils failing to get a place in the then only Senior Secondary School in town. Unlike School III, electricity and a science laboratory were not provided. However, like School III, the Physical Sciences and Mathematics are offered, alongside the Commercial subjects. Pupils have a wide range of subjects to choose from for the Matriculation Examination.

It has 19 classrooms for 1111 pupils, an average of 58 pupils per class. Like its sister urban school, pupils' population is ever increasing with years, but the physical growth of the school is not. Facilities continue to be limited and inadequate. It is a weak school in terms of academic performance. In the 1990 National Senior Certificate Matriculation Examination, it was placed last, taking the eighth position out of eight Senior Secondary Schools in the

Directorate. School IV is currently the largest Senior Secondary School in the Directorate in terms of the number of pupils and teachers.

These comments on the comparisons of the data on the four sample schools will be further developed in a table in the form of a summary of data on the four schools. Table 9 has been compiled for this purpose.

TABLE 9: DATA ON THE FOUR SAMPLE SCHOOLS

		MTABAKANDODA - SCHOOL I	ST MATTHEW'S - SCHOOL II	KUTASA - SCHOOL III	ARCHIE VELILE - SCHOOL IV
1.	Year Founded	1975	1855	1972	1980
2.	Location and Distance from King Wm's Town	Qoqodala 35 km	Mthwaku 50 km	Dimbaza Central 18 km	Dimbaza East 16 km
3.	No. of pupils - 1991	Boys - 235 Girls - 314 Total - 549	Boys - - Girls - 436 Total - 436	Boys - 364 Girls - 530 Total - 894	Boys - 497 Girls - 614 Total - 1111
4a.	No. of teachers	15	17	26	29
b.	Pupil:Teacher Ratio	36,6:1	25,6:1	34,4:1	38,3:1
5a.	Common subjects offered in Stds 6 and 7 in 1991	Xhosa, English, Afrikaans, History, Geography, Mathematics, General Science, Agric. Science, Guidance, Religious Instruction	Xhosa, English, Afrikaans, History, Geography, Mathematics, General Science, Agric. Science, Guidance, Religious Instruction	Xhosa, English, Afrikaans, History, Geography, Mathematics, General Science, Agric. Science, Guidance, Religious Instruction	Xhosa, English, Afrikaans, History, Geography, Mathematics, General Science, Agric. science, Guidance, Religious Instruction
b.	Subjects available to Stds 6 and 7 in specific schools	-	Home Science	Home Science, Business Economics, Economics, Accounting	Home Science, Business Economics, Economics, Accounting
6a.	Common subjects offered in Std 8 - 1991	Xhosa, English, Afrikaans, Mathematics, Biology, History, Agric. Science	Xhosa, English, Afrikaans, Mathematics, Biology, History, Agric. Science	Xhosa, English, Afrikaans, Mathematics, Biology, History, Agric. Science	Xhosa, English, Afrikaans, Mathematics, Biology, History, Agric. Science
b.	Subjects in Std 8 available in specific schools	-	Geography, Physical Science, Home Science	Geography, Physical Science, Home Science, Business Economics, Accounting, Economics	Geography, Physical Science, Home Science, Business Economics, Accounting, Economics
7a.	Common subjects offered in Stds 9 and 10 - 1991	Xhosa, English, Afrikaans, History, Biology, Agric. Science	Xhosa, English, Afrikaans, History, Biology, Agric. Science	Xhosa, English, Afrikaans, History, Biology, Agric. Science	Xhosa, English, Afrikaans, History, Biology, Agric. Science
b.	Subjects available in Stds 9 and 10 in specific schools	Biblical Studies	Biblical Studies, Geography, Mathematics, Physical Science, Home Science	Biblical Studies, Geography, Mathematics, Physical Science, Home Science, Economics, Business Economics, Accounting	Geography, Mathematics, Physical Science, Home Science, Economics, Business Economics, Accounting
8.	FACILITIES				
a.	Day/Boarding	Day (Co-Educational)	Boarding (Girls only)	Day (Co-Educational)	Day (Co-Educational)
b.	Electricity	Nil	Available 24 hours	Available 24 hours	Nil
c.	Library	Nil	Available and well stocked	Nil	Nil
d.	No. of classrooms	10	11 plus 1 Geography room and 2 Home Science blocks	16	19
e.	Home Science Block	Nil	Available	Available	Available
f.	Science Laboratory	Nil	Available and well equipped	Available but poorly equipped	Nil
g.	Teaching, Audiovisual, Aural aids	Only one globe, no wall maps or any audio visual aids	Globes, wall maps, overhead projector, television and video	Globe, wall maps, overhead projector (but out of order)	Globe, wall maps
h.	Playing grounds	Adequate	Adequate	Inadequate for the large number of pupils	Inadequate for the large number of pupils

From the brief description of the schools and the data available in Table 9, it could be seen that the three Day schools which are also co-educational have larger intake than the only separate (Girls') Boarding School.

The oldest school is School II and the youngest is School IV. School II and School III, being the oldest have electricity and science laboratories. The two latest schools have none of the facilities mentioned. This sounds paradoxical, because normally, newer schools have more modern equipment and facilities. It can be explained by the fact that the older schools (very few in number) were started either as aided Mission schools or as "government schools" financed by the South African Republic's Department of Bantu Education. With Ciskeian independence came a great explosion of secondary school pupil numbers accompanied by a limitation of finance. The first priority was simply to get pupils into classrooms. Elaborate facilities could not be afforded, especially if the school was partly sponsored by the local community.

It is important to note that the commercial subjects were limited to the two urban schools. Their presence there could be influenced by the many industrial establishments at Dimbaza and the need for semi-skilled manpower from such academic disciplines for the industries. But conspicuously missing from the curricula of the urban schools are applied and technical subjects. Subjects like technical drawing, carpentry, masonry, typing and computer studies might serve the industries at Dimbaza better than the present subjects.

The population of the two rural schools is about half the population of the two urban schools. On the other hand, each of the three Day schools had more pupils than the only separate Boarding School. It is not surprising, therefore, that the three Day Schools have overcrowding problems. There was no class with fewer than 45 pupils, and in some cases, the number rose as high as 65.

The large number of pupils in a school does not only pose the problem of overcrowding in the classes. It also makes the teacher/pupil ratio unworkable, thus hindering efficiency. To buttress this point, the schools that had smaller teacher/pupil ratio performed better academically during examinations. The performance of the four

sample schools in the 1990 National Senior Certificate Matriculation Examination mentioned earlier in this chapter testifies to this. School II with a teacher/pupil ratio of 1:25,6 was the best of the four and also the best in the Directorate. School III with a teacher/pupil ratio of 1:34,4 was the second best of the four and the third best in the Directorate. School I with a teacher/pupil ratio of 1:36,6 was third and also the sixth in the Directorate. School IV with the highest teacher/pupil ratio of 1:38,3 was the last of the four schools and the last of the eight schools in the Directorate.

In all, 184 pupils answered and handed in the questionnaire given them. The breakdown was 56 for School I, 27 for School II, 50 for School III and 51 for School four. The questionnaire was administered to pupils during the last two weeks of May 1991. The first batch was administered to pupils in School II on 15 May 1991. The questionnaire was administered to pupils in School I on 16 May 1991. School III pupils worked on the questionnaire on 23 May 1991 and School IV pupils had their turn on 24 May 1991.

The researcher wrote to the Ciskei Department of Education through the Assistant Director of the Mathole Directorate in March 1991, to ask for permission to administer the questionnaire in the schools concerned. (A copy of the letter forms Appendix A of this thesis.)

The Ciskei Department of Education gave its consent. About ten days before the administration of the questionnaire in May 1991, the researcher informed the Assistant Director, the Principals and the History teachers of the schools concerned. The researcher personally administered the questionnaire to the pupils in the sample schools but was ably supported and assisted by the various History teachers in these schools. The History teachers randomly hand-picked pupils from the various classes to answer the questionnaire. No criterion was used to select pupils to answer the questionnaire. The subject teacher called as many as were available at that time to work on the questionnaire.

Pupils took between 30 and 50 minutes to complete the questionnaire. This was possible and reasonable because most of the questions required no more than ticks, and the open-ended questions did not demand very long answers. Pupils working on the questionnaire showed great enthusiasm and interest. The principals, staff and pupils gave the maximum cooperation and produced the right atmosphere for the administration of the questionnaire. This could be the result of the prior arrangement the researcher made with the Principals and the History teachers of the sample schools.

In conclusion, it should be stressed that, this is a pilot study, and so the questions posed and the samples chosen are subject to further inquiry and upgrading. This study can be seen as an introduction to the problem and an invitation for more researchers to plough that rich "land" left fallow over previous years.

Having discussed the Questionnaire and the pupils, setting out the nature of the schools, how the questionnaire was designed and sampled, the study will than take a look at the pupils' background study. This pupils' background study which will attempt to elicit responses from pupils to basic questions like age, sex, school attended and subjects doing this year will form the next chapter.

CHAPTER 4

THE PUPILS AND THEIR BACKGROUND

In order to obtain some idea of the pupils and schools sampled for this study, and to understand better the findings presented later in the thesis, the pupils and their background need to be examined. The information in this chapter was acquired from questions 1, 2, 3, 4, 5, 6, 7, 8, 9, 10 and 11 in the questionnaire.

This study involved 184 pupils who offered History at Standard 10 in 1991 in four Senior Secondary Schools in the Mathole Directorate in the Ciskei. Pupils were selected randomly from two rural schools and two urban schools. Of these pupils, 83 (45,1%) came from the two rural schools with the remaining 101 (54,9%) coming from the two urban schools.

The introductory question of the questionnaire, which was omitted from the printed pupils' questionnaire but was later added by hand, asked pupils to give their sex and age. (A copy of the pupils' questionnaire can be found at the end of this thesis in Appendix B). The responses showed that of the 184 pupils, 74 were boys (40,2%) and 110 were girls (59,8%). This is an appropriate reflection of the sex distribution pattern of Black African pupils in Ciskeian Secondary Schools, where girls exceed boys in number. The distribution of sample of pupils by school and sex can be seen in Table 10.

TABLE 10: PUPILS IN THE SAMPLE

SCHOOL	MALE		FEMALE		TOTAL	
	No	%	No	%	No	%
I	26	46,5	30	53,6	56	100
II	-	-	27	100,0	27	100
III	13	26,0	37	74,0	50	100
IV	35	68,6	16	31,4	51	100
TOTAL	74	40,2	110	59,8	184	100

In response to the second part of the question, it was found that ages of the pupils ranged between 16 and 33 years (both years inclusive). Only one pupil, a girl, was aged 16. Incidentally, the oldest pupil, aged 33 was also a girl. Table 11, shows the distribution of pupils by age and sex.

TABLE 11: AGE AND SEX DISTRIBUTION OF PUPILS

AGES	16		17		18		19		20		21+		TOTAL	
	No	%	No	%	No	%	No	%	No	%	No	%	No	%
BOYS	-	-	-	-	8	10,8	9	12,1	13	17,6	44	59,5	74	100
GIRLS	1	0,9	12	10,9	14	12,7	20	18,2	24	21,8	39	35,5	110	100
TOTAL	1	0,5	12	6,5	22	12,0	29	15,8	37	20,1	83	45,1	184	100

Eighty three of the 184 pupils were 21 years and above. The percentage is higher than the percentage found for Black South African pupils as a whole.

Figures supplied in the South African Institute for Race Relations (1980 - 90) show that 16% of Black African pupils who were doing Standards 9 and 10 were older than 21 years. From Table 10 it can be seen that there were more girls than boys who were comparatively young, or who fitted into the ages expected of pupils in Standard 10 had there been compulsory education for Black pupils. Of the 64 pupils with ages between 16 and 19 (inclusive), 47 were girls and 17 were boys. This means 42,7% of the total number of girls, but only 23% of the total

number of boys fell into that group. On the other hand, over 70% of the males were over 20, as opposed to just over 56% of the girls. The very wide age range and the considerable number of pupils who were 21 years and older clearly makes for difficulties in classroom teaching and management.

The third question in the questionnaire asked pupils to indicate if they were repeating Standard 10 or doing it for the first time. Seventy two pupils (39,1%) indicated that they were repeating Standard 10 and the remaining 112 (60,9%) were doing it for the first time. Of the 72 repeaters, 31 (43,1%) were boys and the rest, 41 (56,9%) were girls. Forty five of the repeaters were from the urban schools and 27 were from the rural schools. The distribution of respondents who were repeating their final year at school is shown in Table 12.

TABLE 12: PUPILS REPEATING STANDARD 10

SCHOOL	MALE				FEMALE				TOTAL				GRAND TOTAL
	REPEAT	%	NOT REPEAT	%	REPEAT	%	NOT REPEAT	%	REPEAT	%	NOT REPEAT	%	
I	9	16,1	17	30,4	12	21,7	18	32,1	21	37,5	35	62,5	56
II	-	-	-	-	6	22,2	21	77,8	6	22,2	21	77,8	27
III	5	10,0	8	16,0	13	26,0	24	48,0	18	36,0	32	64,0	50
IV	17	33,0	18	35,3	10	19,6	6	11,8	27	52,9	24	47,1	51
TOTAL	31	41,9	43	58,1	41	37,3	69	62,7	72	39,1	112	60,9	184

The large percentage of pupils who had failed the examinations in their first attempt is noteworthy. This percentage, however, partly reflects the poor matriculation results which are found in Black schools throughout the country (Du Plessis, Du Pisani and Plekker, 1989 (10) p14) but obviously excludes those who, discouraged by their failure, or unable to meet the costs, did not return to school. Determination to obtain a recognised school leaving qualification, however, is clearly high with nearly 40% of the sample having returned to school to write the examination again.

There were also 65 pupils (35,3%) who had repeated a standard apart from Standard 10. Six of the 65 pupils repeated more than one standard. All these pupils were from the urban schools. Of the 65 pupils who had repeated other standards, 12 were also repeating Standard 10 this year. The rest of those who have a history of repeating a standard, 53 were doing Standard 10 for the first time. This can also be seen as part of the determination of the pupils and their families to obtain a Standard 10 Certificate.

The study also showed that more pupils had repeated the Upper forms than the Lower forms. Twenty two of the 65 pupils who repeated other standards apart from Standard 10, had repeated Standard 9 (33,8%). Standard 8 had had 14 repeaters (21,5%). Thirteen respondents (20%) had repeated Standard 7. Standard 6 recorded nine repeaters (13,8%). Standards 5 and 1 had two repeaters each (3,1%). Standards 4, 2 and Sub B recorded one repeater each (1,5%). The 65 pupils who repeated other Standards other than Standard 10 were made up of 36 boys and 29 girls. Twenty one of the repeaters (32,3%) came from the rural schools while the urban schools had 44 (67,7%). No investigation was made into possible reasons for this, but it must be remembered that more pupils in the sample were from urban than were from rural schools.

It has sometimes been suggested that pupils are promoted too easily from one standard to another until they reach the hurdle of the final examinations and that this leads to heavy expense for families of pupils who are unlikely to have the academic skills to pass an external standard 10 examination, but whose automatic promotion in earlier years has given them unrealistic expectations. It could also lead to frustration and bitterness on the part of the pupils who have had to face this delayed disappointment. In the case of the sample, over one-third of the pupils had failed an earlier year, so they had been made aware that they had some academic problems. Allowing for the large pupil-teacher ratio found in all four schools (shown later in this chapter), however, the presence of large numbers of pupils who had already shown academic problems is questionable.

Questions 5 and 6 asked pupils to indicate the school subjects they were offering in the year of the investigation and then to arrange them in order of preference, starting with the one they liked best. In response, to the fifth question, it was discovered that the sample schools altogether offered ten subjects. Five subjects (Xhosa, English, Afrikaans, Biology and History) were common to them all.

Agricultural Science was the next most popular subject, with 120 pupils (65,2%) of the 184 respondents offering it in three of the four sample schools. It was compulsory in School I (the purely rural school) where all the 56 pupils offered it. In School II, the only Girls' School, it was an alternative to Geography and Home Economics. It was not available for pupils doing History in School III, the first urban school, but it was for pupils doing History in the sister urban school IV.

Biblical studies came next in popularity of choice with a total of 89 pupils. All the 56 pupils in School I offered it. In School II, History and Biblical Studies were alternatives. School III had 32 pupils offering it, while School IV had only one pupil doing it privately.

The remaining subjects were offered by comparatively few pupils. Twenty four pupils offered Geography with 19 in School III and the remaining five in School II. Surprisingly, there were 18 girls out of the 24 Geography pupils. This in a way contrasts with the popular view that girls tend to move away from mathematical and scientific subjects of which Geography is one. It might also be, however, that girls in the computer age are becoming more inclined towards Mathematics and Science than in the past.

Two schools (II and III) offered Home Economics to History pupils, and both schools had an electricity supply. Only nine pupils offered Home Economics in School II and six offered it in School III. School I did not offer it at all; whereas in School IV it was not available to

pupils studying History.

Question 6 of the questionnaire asked the pupils to rate their subjects in their own order of preference, so that the popularity of History could be assessed. To compile the information in Table 13, each pupils' first preference subject was given a rating of one (1) and the least popular subject was rated six (6) or seven (7), depending whether the pupil was writing six or seven subjects for the Matriculation examination. The rating scores were then totalled and averaged. The Table shows the average rating in each school separately and for all four schools combined.

TABLE 13: POPULARITY OF SCHOOL SUBJECTS

SUBJECT/SCHOOL	I	II	III	IV	AVERAGE
1. Xhosa	2,8	3,0	2,3	2,5	2,7
2. English	2,9	2,8	3,0	2,7	2,9
3. History	3,8	3,9	3,2	2,9	3,5
4. Agricultural Science	3,3	3,0	2,3	5,9	3,6
5. Biology	4,4	3,7	4,0	3,8	4,0
6. Biblical Studies	4,8	-	3,8	6,0	4,9
7. Afrikaans	5,9	5,2	4,7	5,5	5,3
Geography	-	2,2	2,8	-	2,5
Home Economics	-	2,6	-	-	2,6

The preference for subjects with a language bias is very strong, as is clearly shown in Table 13, although Agricultural science is rated only slightly lower than History, and is in fact rated above History in three of the four schools in the sample. The pupils' ratings in School IV have had a marked effect on the Agricultural Science rating. This aspect of pupils' opinions might be combined with the point already made about Geography.

Afrikaans obtains a consistently poor rating. It could be, however, that this reflects political rather than interest opinions on the part of the pupils. Geography and Home Economics achieved high ratings with 2,5 and 2,6 respectively, but these were not considered for the overall placing because so few pupils offered them. Only 24 of the 184 pupils (13%) offered Geography, while only 15 (8,2%) offered Home Economics.

When asked to specify other subjects they would have liked to have studied, but which were not available to them (Question 7 of the questionnaire), 45 of the pupils (24,5%) chose Mathematics. This was by far the most popular choice. This total was made up of 25 boys and 20 girls. These figures apparently support the popular notion that boys are more inclined towards Mathematics and Science than girls although the difference between the two figures is not great. Typing was ranked second. As might have been expected, of the 36 pupils who made this choice, 31 were girls and five were boys. It should be noted that Mathematics was available at three of the four schools, but it did not form part of the curriculum "package" which included History.

Thirty pupils (16,4%) would have liked to offer Agricultural Science if they had been given the chance. Surprisingly, 22 of the 30 pupils were girls and the remaining eight were boys. This, once again, suggests that interest in the Sciences was fairly high. The information from the questionnaire, however, did not show whether the sample pupils had reasonable ability in mathematical or scientific subjects. Biblical Studies and Geography were ranked equally; 24 pupils (13%) in each case would have liked to have studied these subjects if given the chance. The 24 respondents who would have liked to have studied Biblical Studies were made up of 14 boys and 10 girls. In the case of Geography, 15 boys and nine girls made this choice.

Home Economics was ranked sixth with 23 choices (12,5%). As was to be expected, 22 were girls and only one was a boy. Physical Science was given less support. It was ranked seventh with 22 choices (12,0%). As might have been expected, 16 of the 22 respondents were boys and the

remaining six were girls. Again, this in a way seems to support the commonplace knowledge that boys tend to have more interest in the Sciences and Mathematics than girls. It will be recalled from the background reading chapter that very few pupils in the sample schools actually do Physical Science. About 13,5% of the pupils in the three schools where Physical Science is available, altogether offer Physical Science. In reality, Physical Science has not enjoyed support from Black pupils over the years. This could be attributed to the absence of a well-equipped science laboratories in Black schools. In 1989, only 17,9% of the Black pupils in Standard 10 offered Physical Science in South Africa and 28,5% selected Mathematics (Du Plessis, Du Pisani and Plekker, 1989 (10) p16).

The commercial subjects - Accounting and Economics with Business Economics - were ranked last with 20 choices each (10,9%). In contrast to expectation, more girls than boys opted for Accounting and Economics with Business Economics. Thirteen of the 20 choices for the two Commercial subjects were made by girls and the remaining seven choices were made by boys. The distribution of choices is shown in Table 14.

TABLE 14: DISTRIBUTION OF CHOICES OF OTHER SUBJECTS PUPILS WOULD HAVE LIKED TO HAVE STUDIED

SUBJECTS	BOYS		GIRLS		TOTAL	
	No	%	No	%	No	%
1. Mathematics	25	25,5	20	13,7	45	18,4
2. Typing	5	5,1	31	21,2	36	14,8
3. Agricultural Science	8	8,2	22	15,1	30	12,3
4. Biblical Studies	14	14,3	10	6,8	24	9,8
5. Geography	15	15,3	9	6,2	24	9,8
6. Home Economics	1	1,0	22	15,1	23	9,4
7. Physical Science	16	16,3	6	4,1	22	9,0
8. Economics	7	7,1	13	8,9	20	8,2
9. Accounting	7	7,1	13	8,9	20	8,2
TOTAL	98	40,2	146	59,8	244	100,0

The wide gap between Mathematics and Physical Science in Table 14 should be noted. As these pupils would not all have had these subjects available to them, this difference should be interpreted with caution, as they might not have been answering with a reasonable knowledge of the demands of these subjects. Nevertheless, the slightly greater interest in Mathematics than in Physical Science can also be found in the Research Institute for Educational Planning publications referred to earlier in this chapter.

Other subjects were also listed by pupils but by a small number in each case. For instance, four boys and two girls chose Music; four boys chose Foreign languages, but did not specify which foreign languages they had in mind. No girls made that choice. Instead, three girls opted to study Law and Criminology. Expectedly, the two girls came from urban schools.

Computer Science attracted three choices from two girls and a boy. They were all from the urban schools. Again, three pupils from the urban schools, made up of two girls and a boy, would have liked to have studied carpentry if available. Political Science, Electronics and Physical Education each attracted only one choice. These choices were all from the urban schools. A total of not more than 25 pupils showed interest in the final list of ten infrequently mentioned subjects.

Finally, 24 pupils (13,0%) made up of seven boys and 17 girls simply answered "No other subjects." This may mean that they are either happy and satisfied with the subjects they are currently doing or are unaware of other school subjects that might have been available. In assessing these findings, it should be remembered that the respondents were not provided with lists of subjects from which they might choose. Consequently, some of the pupils, especially those from the purely rural school (School I) who were not exposed to many other school subjects, seemed contented with those subjects available to them.

In Question 8, the pupils were asked to list which three subjects they

would like to follow after matriculation either at a University or a College of Education. English was most popular; 129 respondents (70,1%) made up of 55 boys and 74 girls selected this subject. History came second with 107 choices (58,2%) by 61 boys and 46 girls.

TABLE 15: POPULARITY RANKING - SCHOOL SUBJECTS AND TERTIARY EDUCATION CHOICES

SUBJECTS	SCHOOL SUBJECTS	TERTIARY EDUCATION
	POPULARITY RANKING	CHOICE RANKING
1. Xhosa	1	3
2. English	2	1
3. History	3	2
4. Agricultural Science	4	5
5. Biology	5	4
6. Biblical Studies	6	6
7. Afrikaans	7	7
8. Geography	-	8
9. Home Economics	-	9

A comparison of this ranking with the ranking (of History) on the Preference Scale indicated in Table 13 seems to show pupils' deep interest in History as they rate it highly in answering both this question and Question 6.

Xhosa took the third position with 88 choices made by 31 boys and 57 girls. The numbers choosing Xhosa were considerably smaller than those opting for the two most popular choices, in contrast to the high rating it obtained in the school subjects' preference list. Once again, however, the high ratings given to language-based subjects is clearly seen.

The fourth most popular choice for further studies was Biology with 69 choices made by 23 boys and 46 girls. The high number of girls for Biology, may be attributed to the desire of many girls to become nurses after leaving school. Coming next after Biology was Agricultural Science which was selected by 59 pupils. Twenty six of the 59 pupils were boys and 33 were girls, which was a somewhat unexpected sex-preference.

Then came Biblical Studies with 36 choices from nine boys and 27 girls. It is interesting to note that pupils also ranked Biblical Studies sixth on the preference scale of school subjects when responding to Question 6. Afrikaans and Geography received 18 choices each from the pupils. Of the 18 pupils who selected Afrikaans for further studies, 13 were girls and the remaining five were boys. Once again, however, the high ratings given to language-based subjects is clearly seen.

The 18 pupils who selected Geography for further studies in a tertiary institution after school, consisted of 14 girls and four boys. This can be compared with the percentage of girls offering Geography for Matriculation in the sample schools. Of the number offering Geography for Matriculation Examination, 75% were girls and 79% of the number selecting Geography for further studies after school were also girls. This confirms the responses of the pupils to earlier questions in the questionnaire.

Home Economics received the fewest choices. Only 11 pupils chose to offer Home Economics at post-matriculation institutions. Expectedly, all the 11 choices were made by girls, with no boy making this choice. Finally, a boy and four girls failed to indicate any choice. It may be that they have no urge to study further or they intend to change their career or courses altogether from the subjects they were currently doing at school.

It should be remembered that Question 8 confined itself to the school subjects being done, and so did not give pupils the opportunity to list

subjects which were available only at the Universities in faculties such as Engineering and Medicine. The question was framed in this way to see if there was any consistency in the pupils' present ratings in Table 13 and future choices which resulted in the compilation of Table 15.

There were certainly some individual inconsistencies. Some pupils who chose to study subjects at the tertiary institutions after school had rated these subjects very low on the Preference Scale. Conversely, some subjects were rated very high on the Preference Scale, but not chosen for further studies by pupils. Illustrations of these tendencies will be focused mainly on History.

In School I, two pupils rated History very high but failed to select it as one of the three subjects to be studied at the tertiary level. In contrast, nine pupils rated History very low but chose it as one of the subjects to be studied after school. In School II, only one pupil rated History highly but did not select it as one of the three possible tertiary subjects. On the other hand, eight pupils who had ranked History very low wished to offer it as one of the three subjects to be studied at a University or a College of Education. On the whole, however, English, History and Xhosa continued to be the frequently-selected subjects, and the consistency was remarkably high. It may be stated, therefore, that contrary to comments made in overseas countries and in South Africa (see Chapter 2), this sample of pupils seemed to enjoy History at the school level and were prepared to give serious consideration to studying the subject further.

Two grades in History are offered at the Matriculation level. These are Higher Grade and Standard Grade. Question 9 asked the pupils in the sample to indicate the grades they were offering for matriculation. Of the 184 pupils, 88 (47,8%) indicated Higher Grade. Thirty one of these 88 pupils were boys and the remaining 57 were girls. The total of 96 pupils (52,2%) who offered History at the Standard Grade was made up of 43 boys and 53 girls.

The difference between the number of pupils doing History at Higher and Standard Grades in Schools I and III was very close, but was wider in Schools II and IV. In School I, 29 of the 56 pupils (51,8%) offered it at Higher Grade and 27 (48,2%) had it at the Standard Grade. In School III, 29 of the 50 pupils (58%) offered it at Higher Grade, while 21 (42%) had it at the Standard Grade. In School II, 25 of the 27 pupils (92,6%) offered it at Higher Grade and only two pupils (7,4%) offered it at Standard Grade. In school IV, only five of the 51 pupils (9,8%) offered History at Higher Grade. The remaining 46 (90,2%) offered it at Standard Grade. It can therefore be seen that it is only in School IV that the number of Standard Grade pupils far exceeds that of Higher Grade. The percentage of Higher Grade candidates in School II seems very high and the perception of the teachers and the pupils might be questioned. So might the teachers and pupils in School IV, although the "pessimism" might have been influenced by Matriculation results in earlier years.

An attempt was made to find out how many of the repeating Standard 10 pupils had offered History when they had first written the examination previously and what symbols they had obtained. This was in response to Questions 10 and 11 of the questionnaire. Table 16 shows the distribution of pupils who were repeating Standard 10, indicating those who were also repeating History and those who were repeating Standard 10 but offering History for the first time.

TABLE 16 - STANDARD 10 REPEATERS SHOWING THOSE REPEATING HISTORY AND FIRST TIMERS AND THE GRADE LEVELS

	REPEATING HISTORY			HISTORY FIRST TIME			INCOMPLETE ANSWERS	GRAND TOTAL								
	HG		SG		TOTAL											
	No	%	No	%	No	%										
BOYS	15	20,8	7	9,1	22	30,6	7	9,7	-	-	7	9,7	1	1,4	30	41,7
GIRLS	15	20,8	12	16,7	27	37,5	15	20,8	-	-	15	20,8	-	-	42	58,3
TOTAL	30	41,6	19	26,4	49	68,1	22	30,5	-	-	22	30,5	1	1,4	72	100,0

The numbers of the repeaters were fairly evenly distributed in the four

schools, and so Table 16 reflects only the total of the numbers of the four schools. The 72 repeating pupils consisted of 30 boys and 42 girls. Forty nine of the 72 pupils had written History in their first attempt and 22 respondents had not. There was one incomplete answer. Nearly 30% of the repeating pupils had not done History in their first attempt and were therefore doing it for the first time when they were to rewrite the matriculation examination.

The symbols obtained by the 49 pupils who had written the subject before are shown in Table 17.

TABLE 17 - SYMBOLS OBTAINED BY HISTORY REPEATING PUPILS IN PREVIOUS MATRICULATION EXAMINATION(S)

SYMBOL	HG		SG		TOTAL	
	No	%	No	%	No	%
C	-	-	-	-	-	-
D	-	-	1	5,3	1	2,0
E	8	26,7	5	26,3	13	26,5
F	7	23,3	3	15,8	10	20,4
G	7	23,3	6	31,6	13	26,5
H	7	23,3	4	21,1	11	22,4
NO ANS.	1	3,3	-	-	1	2,0
TOTAL	30	100,0	19	100,1	49	100,0

The minimum pass for the Senior Certificate Examination in History at both Grade levels is "F" symbol, and the highest is "A" symbol. Using this yardstick in assessing the performance of the repeaters who offered History at the Higher Grade Level in the year they wrote the Matriculation Examination, 50% passed while 50% failed. For Standard Grade, 47,4% passed while 53,6% failed. These percentages are reasonably close to Matriculation pass rates in Black South Africa as a whole, where in 1989 the pass rate was 41,8% (Du Plessis, Du Pisani

and Plekker, 1989 (10) p14).

Another straightforward analysis that was made from the information from the responses to Question 18 of the questionnaire, concerned the possession of a copy of the History textbook in use in the schools. Question 19 also wanted pupils to indicate how they shared the textbook with their fellow pupils, if they did not have copies to themselves. Of the 184 pupils, 88 (47,8%) had copies of the History textbook to themselves. The remaining 96 pupils (52,2%) without individual copies, were made up of 47 boys and 49 girls.

Details of the possession of the History textbook and how they are shared by those pupils who do not own individual copies will form a major part of the next chapter which deals with Pupils' responses to the circumstances under which they learn History.

CHAPTER 5

PUPILS' RESPONSES TO THE CIRCUMSTANCES IN WHICH THEY ARE LEARNING HISTORY

Having examined pupils' background, the discussion now shifts to the circumstances under which the pupils learn History.

Firstly, the discussion will centre on the physical conditions; that is the nature of the classrooms in which the pupils learn. From an earlier discussion in this thesis, it was discovered that most of the schools in the Mathole Directorate were not only short of classrooms, but were also overcrowded. Nearly all the eight Senior Secondary schools in the Directorate, with the exception of one, are day schools without any boarding facilities. These day schools do not present any academic atmosphere to induce learning from the pupils.

Some of the schools have poorly-built classrooms with no facilities to check excessive heat and excessive cold. There are no conditioners or fans to cool the classrooms in the time of excessive heat and there are no heating systems to warm the classrooms during cold days. To compound the problem, some of the doors of the classrooms of some schools have been damaged making it impossible to close them firmly. Again, a large number of classrooms in some of the schools have their window panes broken or removed. All these make the physical circumstances and conditions of some of the schools not very healthy for normal academic purposes.

Again, nearly all the Senior Secondary Schools have no library block or library facilities. This inhibits reading as pupils are not motivated to cultivate reading habits or to find information for themselves. In this light, subjects like History, which entails a lot of reading, may not interest pupils the way they

should.

The classroom situation of almost all the schools also does not facilitate effective learning. Furniture (pupils' tables and chairs) is in short supply in nearly all the schools the researcher visited in the Directorate. This could be the result of the schools taking more pupils than the officially prescribed number which is at most 35 pupils to a class. But from the statistics gathered through the study, some classes had about 45 pupils and others had as many as 65 pupils in a class. Under such circumstances, two pupils often have to share a chair and table.

Such situations present hindrances to the use of modern teaching methods, which need re-organisation of the classroom, at times changing the conventional seating arrangement in the classroom to make room for more child-centred activities. So whilst some interesting classroom activities enticed some pupils to develop interest in History (Shemilt, 1980), this could not apply in nearly all the Senior Secondary Schools in the Mathole Directorate.

Another classroom situation which does not encourage pupils to learn is the walls of the classrooms which are always bare. Throughout the researcher's visit to nearly all the secondary schools in the Directorate, evidence of teaching aids, maps, charts and/or other important literature on the walls of the classrooms was virtually absent. From a learning point of view, such aid can encourage pupils to learn unconsciously as they see this stimulus several times a day for a number of weeks or months.

In the Mathole Directorate, nearly all pupils learn History without a History room. The absence of a History room, specially designed and equipped for the teaching of History, may contribute negatively to pupils' interest in and attitudes towards the subject. As Flatela (1990) pointed out, for complete effective History teaching, special equipment and special accommodation are needed.

Flatela quoted Dwyer (1964) to support his claim that a fully-equipped History room was now an educational necessity rather than a luxury. The History room may house such important equipment as projectors, an epidiascope, hanging rails, filing chest, map cupboard and tracing table (Hodge, 1977). It may also serve as a library or resource centre for both pupils and teachers.

Although a special History room may be used to teach special topics, History can be taught in the normal classrooms. However, as Flatela (1990) stressed, such classrooms should be spacious enough to facilitate such teaching techniques as group work, simulations, games and drama. With spacious classrooms, pupils could easily be put in groups for special work and assignments.

Unfortunately, the situation in the Mathole Directorate is quite the opposite. Classrooms are overcrowded, with an average of about 46 pupils to a class in nearly all the Senior Secondary schools. This makes the application of modern teaching techniques difficult, if not impossible.

The importance of teaching aids in the teaching of History can not be over-emphasised. Steele (1976) showed that pupils' historical understanding can be boosted through a judicious use of teaching aids which make new historical concepts relate directly to the pupils' own experience. Teaching aids may be visual or auditory or audio-visual. They range from textbooks, teaching units, charts, slides, through the radio and tape-recorder to films and television. Unfortunately, teaching aids are scarcely used in the Directorate. As mentioned elsewhere in this thesis, only two schools had electricity which immediately limits the possible use of those aids where no electricity supply is available. Of the two overhead projectors that were found in schools, one was out of order. Most of the visual aids the researcher found on his visit to the schools in the Directorate, were inadequate, archaic or worn out. There was also no evidence of History teachers making their

own teaching aids to augment the shortage.

In effect, therefore, the only visual aids used by majority of the teachers were the chalkboard and the textbook. Strictly speaking, the chalkboard is not a visual aid in itself, but in the hands of a good effective teacher, the chalkboard is a piece of apparatus which aptly conveys a visual message (Flatela,1990).

Although no actual investigation was made into school funding, it could be deduced that in community-established Day Secondary Schools, some of this expensive equipment could not be purchased because of financial constraints. It could also be that, the safety of these expensive aids could not be guaranteed and so their purchase was deferred. Thus, a more enthusiastic and hardworking teacher of History is needed to make the subject attractive to pupils.

In an attempt to find out more about the circumstances under which pupils were learning History, Question 18 asked them to indicate if they had copies of the History textbook to themselves. The response is drawn in Table 18.

QUESTION 18. TABLE 18: PERSONAL POSSESSION OF A HISTORY TEXTBOOK

	YES		NO		INCOMPLETE		TOTAL	
	No	%	No	%	No	%	No	%
BOYS	27	36,5	47	63,5	-	-	74	100
GIRLS	61	55,5	49	44,5	-	-	110	100
TOTAL	88	47,8	96	52,2	-	-	184	100

Pupils' responses, according to Table 18, showed that less than half the number of pupils owned the History textbook. This disappointing situation is similar to the situation in other Black South African schools which van den Berg and Buckland described as

a deprived educational environment with high teacher/pupil ratio, inadequate textbooks, which are difficult to come by (van den Berg and Buckland, 1982). The blame for the inadequate supply of textbooks may not be wholly laid at the doors of the Ciskeian Government. The pupils may equally share the blame as the governments' statistics of textbook supply to schools under its jurisdiction shows an adequate supply to nearly all schools. The serious problem lies with improper care of the books supplied, and some pupils' reluctance to return books loaned to them at the end of the year.

Question 19 went further to examine how those who do not own the textbooks personally share the textbook with their peers. Pupils' responses are summarised in Table 19.

From Table 19, it can be seen that some of the pupils who share a textbook might have little access to it. Those pupils who share with only one other pupil (24%) may easily have reasonable access to the book, but those who share with two or more will clearly have problems, for class or for home reading. It can be seen that half the pupils in the sample have to share books and nearly half of these (48%) share it with three or more other pupils. In an area where, except in one school, school library and library services and facilities are virtually unknown, attempts should be made to have textbooks available to encourage them to read after school and at home. The process of textbook supply and the collection of textbooks loaned to pupils should be streamlined and improved to ensure adequate availability of textbooks for all pupils in the schools.

QUESTION 19. TABLE 19: HOW THE HISTORY TEXTBOOK IS SHARED AMONG THOSE WHO HAVE NOT GOT INDIVIDUAL COPIES

BOOK SHARED WITH	1		2		3		3+		TOTAL	
	No	%	No	%	No	%	No	%	No	%
BOYS	8	17,0	14	29,8	13	27,7	12	25,5	47	100
GIRLS	15	30,6	12	24,5	7	14,3	15	30,6	49	100
TOTAL	23	24,0	26	27,1	20	20,8	27	28,1	96	100

Question 20 asked the pupils to name the textbook they use. Pupils' responses are summarised in Table 20.

The pupils' response brought out clearly that two books were very popular and used in the schools. These were van Rensburg and Oosthuizen's "Active History" and Grobler, Rautenbach and Engelbrecht's "History in Action." "History in Action" was used as the basic History textbook in Schools I and III, while "Active History" was also used in Schools II and IV. There were two other textbooks pupils indicated as possessing and using alongside the prescribed basic textbooks for the schools. The two textbooks were, Malan, Appelgryn and Theron's "New History to the Point" and Davel, Jordaan, Malan and Mocke's "Exploring History."

QUESTION 20: TABLE 20: TEXTBOOKS USED BY PUPILS

NAME OF BOOK	No	%
1. History in Action	86	46,7
2. Active History	83	45,1
3. New History to the Point	10	5,4
4. Exploring History	5	2,7
TOTAL	184	100

To help assess pupils' attitude towards the basic history textbook in use in their schools, Question 21 provided some 10 statements for pupils to respond in four possible ways - Does it well; Does it badly; Does it neither well nor badly and Not at all. Pupils'

responses can be found in Table 21.

QUESTION 21: TABLE 21: PUPILS' RESPONSES TO HOW THE TEXTBOOK IS WRITTEN

	DOES IT WELL		DOES IT BADLY		NEITHER WELL NOR BADLY		NOT AT ALL		TOTAL	
	No	%	No	%	No	%	No	%	No	%
a.	120	65,2	9	4,9	53	28,8	2	1,1	184	100
b.	94	51,1	21	11,4	44	23,9	25	13,6	184	100
c.	89	48,4	18	9,8	53	28,8	24	13,0	184	100
d.	102	55,4	12	6,5	54	29,3	16	8,7	184	100
e.	84	45,7	27	14,7	59	32,1	14	7,6	184	100
f.	121	65,8	19	10,3	35	19,0	9	4,9	184	100
g.	69	37,5	32	17,4	52	28,3	31	16,8	184	100
h.	95	51,6	25	13,6	53	28,8	11	6,0	184	100
i.	12	6,5	37	20,1	11	6,0	124	67,4	184	100
j.	148	80,4	11	6,0	19	10,3	6	3,3	184	100
TOTAL	934	50,8	211	11,5	433	23,5	262	14,2	1840	100

KEY

- a = Written in simple straight forward language
- b = Explains new words and ideas
- c = Has interesting stories about people
- d = Talks about leaders, important and ordinary people
- e = Explains why people did things
- f = Explains causes of things or events
- g = Has illustrations
- h = Gives subheadings for the broad topics
- i = It has summaries
- j = It has questions and essays for practice

From the responses in Table 21 it seems pupils have very few problems in the language used in the textbooks. This seems to contrast sharply with a recent study by Poswa (1992) whose research into the difficult levels of History textbooks used in schools

showed that the level of the language used in the Standard 10 textbooks is well above the heads of the Standard 10 pupils. But if pupils in this study have few problems in the language used in the textbooks they use, then they will have even fewer problems working in groups or participating in simulation games. With fewer language problems, pupils may enjoy reading textbooks for facts or for pleasure. This is one of the qualities needed in a good History pupil. By the end of the thesis, an attempt will be made to see if this factor had any positive influence on pupils' interest in and attitudes towards History.

Of the books prescribed for the schools, only one, "Active History" has a glossary at the end of the book explaining new words, ideas and concepts. Some of the books, for example "Exploring History", try to explain some new words or terms within the text or sentence. For example, at Chapter 7, page 112 of the "Exploring History", the new word "platteland" was explained in brackets as "in country" or "farming area".

One important aspect, which facilitates learning of History but to which the textbooks seem to pay little attention, is illustrations and maps. These can bring lessons home to pupils, add more meaning to the lessons, and concretise ideas in the minds of the pupils. The "New History to the Point" has many illustrations (especially cartoons), a few maps and some pictures. "History in Action" has more pictures, few maps and very few cartoons. Active History also has some pictures, maps and few cartoons. Exploring History has some pictures and maps but has virtually no cartoons.

Another important aspect which the books neglected, but which could have facilitated History learning was a summary at the end of a chapter. On the other hand, the provision of questions and essays for practice at the end of the chapter could compensate for this omission. These latter could be used to summarise the important ideas in the chapters. It seems the authors wanted to guide pupils

through the questions at the end of the chapters to make their own summaries and to assess their own understanding of the work done so far.

Nearly all the pupils were happy with the questions and essays at the end of the chapters in the books. Some 80% of the pupils claimed that these questions were well presented. About 6% of the pupils said they were badly done whilst another 3% said they were not done at all. These two groups could be among those who share the textbook with three or more pupils and so have very little access to the textbook for extended work.

On the whole, pupils' responses to how the History textbooks in use in their schools are written are encouraging. However, future textbooks for pupils who have English as a second language should contain more glossaries at the end of the books, to enable pupils to understand new concepts, ideas and words. More illustrations in the form of tables, cartoons, graphs, maps and charts should be added to the pictures which are adequately used in the textbooks.

Pupils' response to Question 22 on why they like the textbook used in their schools examines the attitudes towards textbooks a little further. An attempt will be made to bring together both the reasons for liking and those for disliking each textbook to see if the reasons complement one another.

QUESTION 22. TABLE 22: HISTORY IN ACTION: REASONS FOR LIKING AND DISLIKING

LIKING		NOT LIKING	
REASON	No	REASON	No
Simple and straightforward language	40	It is boring and not clear	4
Explains causes of things and events	15	Not easy to read and understand	2
Provides all the relevant information	10		
The only textbook available	10		
Has subheadings for easy reference	7		
TOTAL	82		6

Table 22 shows that more pupils (about 93%) expressed their liking for "History in Action" with reasons, than disliking it. It also shows the importance in the minds of the pupils of the simplicity of the writers' language. Although 46% of the respondents indicated that the book has simple and straightforward language, the view of those 10% who expressed their dislike for the book, because it is not easy to read and understand should be taken seriously. Evidence from other works in South Africa has shown that the language level of the History textbooks used in South Africa is high, even for those who have English as their first language. One of the works, still in progress by Poswa (1992) on the Reading Difficulty Level of Four Standard 10 Textbooks in Ciskei Schools showed that her sample had difficulty in comprehending fully the textbooks used in the schools, and even of material designed for pupils about four standards lower than Standard 10.

Table 23, like Table 22 discussed earlier, shows more pupils

expressing their liking for "Active History" than their dislike. In contrast, the pupils who showed their dislike for Active History did not talk about the book being difficult and not easy to understand. This could be the fact that Active History has a glossary at the end of the book which explains some key words, concepts and terminologies.

TABLE 23: ACTIVE HISTORY - REASONS FOR LIKING AND DISLIKING

LIKING		NOT LIKING	
REASON	No	REASON	No
1. Simple and straightforward language	34	Not straight to the point	5
2. Explains difficult words and concepts	16	Has not got much information	3
3. Explains causes of things and events	12		
4. Only textbook	10		
	72		8

The reasons given by the 10% of the respondents who indicated their dislike for "Active History" need attention and comment. In the first place, it shows that one textbook is not adequate to get all the facts needed on a topic. Pupils should, ideally, be exposed to more than one textbook at a time. This, then supports an idea expressed by van den Berg and Buckland (1983); and also mentioned earlier in this thesis, that there should be more than one recommended History textbook in a school at any time. The fact that nearly all the sample schools do not have library facilities and services, underlines the need for more than one History textbook in a school at a time. This will help the pupils, as van den Berg and Buckland expressed (1983), to compare and contrast facts, ideas and information and then draw their own conclusions. It should also be remembered that few parents can either afford to

provide extra reading material or have traditions of providing general reading matter in their homes.

There were other books that were not among the officially prescribed History textbooks but which pupils acquired themselves for private use. Two of these textbooks mentioned by some pupils in the sample were "The New History to the Point" and "Exploring History." Pupils' reasons for liking these privately-owned textbooks can be found in Tables 24 and 25.

TABLE 24: HISTORY TO THE POINT - REASONS FOR LIKING AND DISLIKING

LIKING		NOT LIKING	
REASON	No	REASON	No
1. Easy to read and understand	4	-	-
2. Has more cartoons and illustrations	3	-	-
3. Has adequate information and explains causes of things and events	3	-	-
TOTAL	10	-	-

TABLE 25: EXPLORING HISTORY - REASONS FOR LIKING AND DISLIKING

LIKING		NOT LIKING	
REASON	No	REASON	No
1. Simple, straightforward language	3	-	-
2. Has a lot of information	2	-	-
3. Very good questions and essays for practice	1	-	-
TOTAL	6	-	-

From Tables 24 and 25, it could be seen that the respondents gave almost the same reasons for the privately-owned textbooks as those given to the officially-prescribed textbooks used in the schools. In contrast, however, respondents to the privately-owned textbooks gave no reasons for not liking these textbooks.

One reason that pupils gave for liking the "New History to the Point", but was absent from the reasons given for the other books, was more cartoons and illustrations. As one pupil remarked, the many cartoons and illustrations in the book make the book interesting and easy to read. The cartoons summarise the stories and help to fix things firmly in the mind. This could be another major reason for pupils' liking, even though only a few pupils indicated that, for the "New History to the Point."

This chapter has examined some of the physical circumstances under which the pupils work. It has shown that the physical conditions of the classrooms are poor; that visual aids and teaching resources are very limited; that teachers make few attempts to supplement these with materials of their own making and that even textbooks are not necessarily available for every pupil. More extended attention was given to the textbook situation and it was shown that the pupils were, on the whole, satisfied with the textbook they worked with. Evidence from other investigations, however, has shown that History texts tended to have high difficulty levels (at times, even for mother-tongue speakers of English.) Poswa's (1992) work shows that not even material appropriate for the Junior Secondary School is easily comprehended by second-language readers. In these circumstances, the approval of their textbooks shown by the majority of the sample needs to be treated with caution. It is most unlikely that they find the material "simple", "straightforward", "easy to read and understand" with "explanations of difficult words", which were ideas frequently expressed by the sample pupils.

When the physical conditions of schooling are remembered, it is understandable that the task of the teacher becomes demanding and challenging. Some of the questions gave pupils an opportunity to respond to the teachers who worked with them and the methods they used. These responses will be analysed in the next chapter.

CHAPTER 6

RESPONSES TO THE TEACHERS AND THEIR METHODS

Earlier studies, referred to in this thesis have shown that teachers have greatly influenced pupils in their choice of subjects. In Vaudry's study (1989 p18), the majority of the pupils sampled at British schools admitted having been influenced, positively, to study History by their teachers. In contrast, in Michael Wilson's study (1982 p34), pupils claimed that they found History difficult because they were not satisfied with teaching and learning methods. In the light of these findings, an attempt was made, through the questionnaire, to find out the effect of teachers and their methods on pupils' interest in and attitudes towards History as a school subject.

Questions 13, 14 and 15 were designed for this purpose.

Question 13 asked pupils to indicate three possible responses to five strategies that are commonly used in History lessons. Pupils' responses to the three options are shown in Table 26 and Figure 1.

TABLE 26: PUPILS' RESPONSE TO ACTIVITIES FOUND IN A HISTORY LESSON IN PERCENTAGES

	EASY	DIFFICULT	NEITHER	NO RESPONSE	TOTAL
a. Following teacher's explanation	78,8	5,4	6,0	9,8	100
b. Answering short questions	70,1	7,6	9,8	12,5	100
c. Reading the textbook	36,4	39,1	12,5	12,0	100
d. Writing essays	34,2	35,3	17,4	13,1	100
e. Making notes by yourself	29,9	43,3	13,6	13,2	100

There are, clearly, other teacher strategies that could have been

listed in the question; small group work, simulation activities, document and primary source evaluation are some examples of strategies listed in current works on the methodology of History. It is, unfortunately, the case that these are rarely used in Black schools in general nor in Ciskei schools in particular. The pupils' answers to the question might have been distorted, if they had had to respond to techniques of which they had had no experience. It was therefore decided to limit their responses to the five very frequently used strategies.

From the table and the bar graph several things emerge clearly. The vast majority of pupils find two of the strategies easy to work with (teachers' explanations and answering short questions). The spread of responses to two other strategies was more evenly distributed over the easy and difficult options. In only one response was there a much greater percentage of the pupils who found the technique difficult rather than easy (making notes for themselves). In the third possibility (working from the textbook), there was a very slight majority who rated the strategy as difficult.

Of the five activities, the largest group said that following Teachers' explanations during History lessons was very easy. Explanation is defined by Brown and Hatton as giving understanding to someone else (1982 p5). It embraces the clear presentation or drawing out of the pupil information which leads to the solution of a specific problem. Explanation may take the form of interpretation, description or illustration. In the teaching of History, explanation plays a major role in assisting pupils to grasp historical facts and concepts and understand the current situation, its causes and possible outcome (Tiale: 1991 p21).

From the researcher's personal experience, this can be confirmed. Teachers' explanations and interest in a subject help pupils to develop their own interest. As mentioned later in this thesis,

some sample pupils mentioned that they liked particular topics in History because they were well taught by their teachers and the teachers showed interest in them.

Other research has suggested that teachers' attitude to and interest in a topic can create interest in the topic amongst the pupils and help them to understand the issues. Carstens' study (1975 p24), for instance showed that the negative attitude of teachers towards South African History influenced their pupils' dislike of those topics to the extent of their refusing to answer questions set on South African History in an external examination. This contributed to the large failure rate in History in the National Senior Certificate Examination held in 1974.

A second activity which pupils found easy in History lessons was "answering short questions". This may be because this task normally does not need extended thinking, creativity and other such skills. Many such questions are mechanical, and may merely require the pupils to repeat exactly what they have been "spoonfed" by the teacher or read in the textbook. Again, pupils may have been influenced in their answers because there are possibilities for guesswork in multiple-choice, True/False and "matching words" questions. If pupils are struggling with language difficulties, questions which require rote-memory for their answers, or where their task is largely one of selection, are likely to be preferred to activities which need thought and language manipulation.

Reading the Textbook was the third easiest activity pupils selected: 36,4% of the pupils made this choice but with approximately another 40% finding the activity difficult. This category might include a number of difficult approaches. Perhaps the worst of all is when the pupils take turns to read from the textbook, with the teacher occasionally making comments or answering questions. More demanding an activity would be where the pupils are expected to work on their own, making summaries or

extracting points relevant to questions or problems posed by the teacher. But since it was not specified in the questionnaire what detailed activities were involved in reading the textbook, it may be necessary to use pupils' answers to Questions 14 and 15 of the questionnaire to ascertain how they understand it. This will be done later in the chapter.

The fourth activity listed in the question was writing essays. Again, about one-third of the pupils listed this as easy and another third found it difficult. There is no doubt that few pupils can write flowing meaningful essays which are worth good pass marks. This is, certainly, the researcher's personal experience of teaching in Ciskei schools. Many of their answers consist of short and stilted writing of half a page in answer to a question that should require three to four pages to clarify. Informal discussion with some of the researcher's pupils and with teachers from the sample and from neighbouring schools, showed that pupils lack training in writing flowing, comprehensive essays as demanded in History. Pupils often compare other content subjects like Biology and Agricultural Science where questions demand no more than a sentence or a few words as answers. Even in Economics and Biblical Studies, the answers to essay questions need not be as lengthy as those in History, so pupils claimed.

"Making notes by yourself" was an activity regarded by the smallest number of pupils as easy. About 30% of the pupils responded in this way. The difficulty with pupils making notes by themselves is that they need to comprehend what is read and then to select salient facts. In a geographical area where English is rarely used as a full medium of instruction in schools, pupils can be expected to have problems in working with the complex style of most history textbooks. Several studies have shown that the difficulty level of texts is high even for mother-tongue speakers of English. Studies such as those of Sobahle (1987) and Matoti (1990) give alarmingly high results when difficulty indices were applied to commonly used

textbooks. Poswa's (1992) findings confirm the earlier analysis. Some of these findings are discussed later in this chapter. This could kill pupils' interest. This could explain the fact that over two-fifths of the pupils in this study found this strategy difficult.

Had the question done no more than ask the pupils to rate the strategies, this part of the research would have had to remain no more than extensive conjecture when attempts were made to interpret the findings. For this reason, pupils were given a chance in two further open-ended questions to select one of the strategies and to explain why it was found difficult or easy.

It is now necessary to make some comments on each of these strategies and the pupils' responses to them. Table 27 shows the number of pupils who selected each of the five strategies for further discussion and the number of those whose replies were sufficiently full to be included in the analysis.

QUESTIONS 14 AND 15: TABLE 27: NO. OF RESPONSES TO QUESTION - WHY STRATEGIES WERE FOUND TO BE EASY OR DIFFICULT

STRATEGY	No DESCRIBING IT AS EASY	No OF ANALYZED EXAMPLES	No DESCRIBING IT AS DIFFICULT	No OF ANALYZED EXAMPLES
1. Teacher's explanation	80	64	4	4
2. Answering short questions	30	26	7	7
3. Reading the textbook	24	24	43	37
4. Writing essays	18	18	41	39
5. Making own notes	13	13	46	37
TOTAL	165	145	141	124

It can immediately be seen from Table 27 that a reasonably appropriate content analysis was possible from the answers, because there was a total of 269 responses which were sufficiently extended

or clear.

At this stage, an attempt will be made to bring the easy and difficult reasons together in tables to see if they complement each other.

Table 28 shows the important role of teachers in the classroom. The teachers' simple and direct explanations can easily influence pupils positively whilst poor and drab explanations can erode interest. The role of Teacher Training Institutions and In-Service Training Centres needs to be emphasised to ensure that this basic task is done well. These two institutions should work hand in hand to train and develop the teacher fully in the art of teaching and in the most modern teaching techniques needed in the classroom. All teachers need to be motivated to develop themselves in this skill.

QUESTIONS 14 AND 15: TABLE 28: EASY AND DIFFICULT REASONS: FOLLOWING TEACHER'S EXPLANATION

EASY		DIFFICULT	
REASON	No OF PUPILS	REASON	No OF PUPILS
1. Meaning of words. Reduce complexities to more simple and direct ideas.	48	Failure to explain clearly.	3
2. Giving of further examples and illustrations.	8	-	
3. Explanations reflect teacher's interest and enthusiasm and knowledge.	8	Speaking too fast.	1
TOTAL	64		4

**QUESTIONS 14 AND 15: TABLE 29: EASY AND DIFFICULT REASONS:
ANSWERING SHORT QUESTIONS**

EASY		DIFFICULT	
REASON	No OF PUPILS	REASON	No OF PUPILS
1. Questions are understandable	20	Could be tricky and confusing.	4
2. Multiple choice helps pupils to remember issues which have to be considered.	4		
3. Develop interest in a topic and guidance for writing essays.	2	Boring and uninteresting.	3
TOTAL	26		7

In Table 29 about 79%, of those who answered this question, claimed that it was easy to answer short questions. On the other hand about 20% of the respondents said that short questions are not as simple and understandable as they seem. They are tricky and confusing, especially the multiple-choice and the True/False questions.

Multiple-choice questions, for instance, require very close distinctions at times between wording and therefore those having difficulty with language will find them difficult and confusing as some pupils suggest. Confusion and uncertainty can lead to boredom.

**QUESTIONS 14 AND 15: TABLE 30: EASY AND DIFFICULT REASONS:
READING THE TEXTBOOK**

EASY		DIFFICULT	
REASON	No	REASON	No
1. Specific to the point and clarifies teacher's teaching.	4	Difficult to read alone.	24
2. Lots of information and illustrations.	8	Too long, boring and not straightforward.	13
3. Easily understood.	8		
4. Help to ask questions in class.	4	No reason.	6
TOTAL	24		43

Table 30 shows that about 64% of the respondents indicated that they find reading the textbooks difficult, especially if read alone. Some earlier researches on the difficult levels of History textbooks for pupils in Senior Secondary Schools had shown that the language of the History textbooks used in Black South African Schools, (where pupils have English as a Second Language) is too high for the pupils.

In Matoti's study (1990), three of the four Standard 8 textbooks investigated had ratings on the Flesch scale of "fairly difficult" and they all had high percentages of complex (as opposed to simple and compound) sentences ranging from 24% through to 50% (1990 p64,67). One current example from work in progress is given by Poswa (1992), some of whose results are shown in Table 31. In this research, three difficulty indices were used. The Smog shows reading age in terms of pupils in Britain. The Fog shows a grade level of difficulties in terms of the school levels in America, with grade 12 approximately equal to South African Standard 10. The Flesch Scale ranges from 0-100 with the lower figures on the scale representing greater difficulty.

The Fog index tends to exaggerate the difficulty levels as can be seen in the Table where all the four books are well-above the Grade

12 or Standard 10 level. The Smog and Flesch reading ages are, however, reasonably similar and show that the books should be understandable by mother-tongue speakers of normal Standard 10 age.

TABLE 31: READING DIFFICULTY LEVEL OF FOUR STANDARD 10 TEXTBOOKS

TEXTBOOKS	SMOG READING AGE	FOG AMERICAN GRADE LEVEL	FLESCH DIFFICULTY LEVEL	APPROXIMATE READING AGE ON FLESCH'S SCALE
1. Active History	18,5	14,0	49,0	17,3
2. History in Action	18,0	17,3	49,1	17,0
3. Exploring History	18,0	21,0	43,0	18,2
4. New History to the Point	17,5	14,0	56,0	15,9

Source: Poswa (1992)

This situation, however, certainly does not apply in Ciskei schools where English is not the mother-tongue. It is most likely that second-language speakers would have great difficulty in handling reading material in English as difficult as these figures suggest. In fact Poswa (1992) shows that Standard 10 pupils in her sample had many difficulties in dealing with material which was rated as of 14 or even 11 years reading age and was at the grade 8 or Standard 6 level on the Fog index.

In Table 32, the role of the teacher is called into play once more. About 12% of those who said writing essays is easy, gave their reasons as, "easy, if well taught with comprehensive notes." With pupils' reading age far below that of 12 years as Poswa's study (1992) has shown, the onus of getting the subject matter successfully across to pupils rests on the effectiveness of the teacher. Failure of the teacher to function effectively in the classroom will lead to the difficulties expressed in Table 32.

QUESTIONS 14 AND 15: TABLE 32: EASY AND DIFFICULT REASONS: WRITING ESSAYS

EASY		DIFFICULT	
REASON	No	REASON	No
1. True assessment of what pupils know	9	Difficult to understand in detail	24
2. Easy to understand and interesting	7	Difficult to understand	9
3. Easy, if well taught with comprehensive notes	2	Need a lot of reading and hard work	6
TOTAL	18		39

QUESTIONS 14 AND 15: TABLE 33: EASY AND DIFFICULT REASONS: MAKING NOTES BY YOURSELF

EASY		DIFFICULT	
REASON	No	REASON	No
1. Teacher's explanation, chalkboard summary and textbook make notemaking easy	8	Problem of summarising facts	24
2. Helps to evaluate oneself	3	Lack of textbooks	7
3. Easy with teacher's guidance and must be encouraged	2	Language problem	6
		No reason	9
TOTAL	13		46

This is the one activity which many pupils (about 80%) found difficult. As mentioned earlier in this chapter, the problems of pupils in making notes by themselves are comprehension and choice of facts. Once pupils are able to overcome these problems, the picture could look like the reasons given by those pupils (about 20%) who said making notes by yourself is easy. The work of Ferreira (1992) and Watson (1992), referred to at the end of this chapter, would suggest, however, that this skill is not easily acquired, and needs a long exposure to its techniques. Again, with reference to the background study of the pupils, facilities

available and the circumstances under which pupils learn mentioned earlier in this thesis, the vital role of the teacher in the classroom is needed to overcome these problems. This, again goes back to the Teacher Training Institutions and In-Service Training Centres to produce the calibre of teachers who can rise to the occasion.

At this stage, the extent pupils' responses are influenced by either their sex or whether they are doing History for the first time or repeating History will be examined. To examine these, material was arranged so that χ^2 tests could be applied.

For effective application of χ^2 tests on pupils' responses to Question 14, some of the categories had to be combined. By convention, where the number of observed frequencies is five or fewer, the χ^2 value is distorted and can only be interpreted with difficulty. In view of this, "Writing Essays" and "making notes by yourself" which were reasonably and logically linked were combined, when χ^2 tests were applied to the strategies found "easy" by the pupils.

Tables 34 and 35 reflect the numbers and percentages of the pupils' rating of the five strategies, reflecting the pupils' sex and their previous writing of History examinations.

QUESTION 14: TABLE 34: THINGS FOUND EASY (EXCLUDING "NO ANSWERS")

		BOYS		GIRLS		TOTAL		χ^2
		No	%	No	%	No	%	
a.	Following teacher's explanation	32	50,8	48	47,1	80	48,5	
b.	Answering short questions	6	9,5	24	23,5	30	18,2	
c.	Reading the textbook	12	19,0	12	11,8	24	14,5	
d.	Essays and notemaking	13	20,6	18	17,6	31	18,8	
		63	100	102	100	165	100	5,932ns

$$\chi^2 = 5,932 \text{ (df3)ns}$$

QUESTION 14: TABLE 35: THINGS FOUND EASY (EXCLUDING "NO ANSWERS")

		NON-REPEAT		REPEATERS		TOTAL		χ^2
		No	%	No	%	No	%	
a.	Following teacher's explanation	45	45,5	35	53,0	80	48,5	
b.	Answering Short Questions	20	20,2	10	15,2	30	18,2	
c.	Reading the textbook	17	17,2	7	10,6	24	14,5	
d.	Essays and Note making	17	17,2	14	21,2	31	18,8	
	TOTAL	99	100	66	100	165	100	2,54 1ns

$$\chi^2 = 2,541 \text{ (df3)ns}$$

(The result of the χ^2 tests showed that there was no significant differences between the responses of boys and girls, as well as between the repeaters and non-repeaters.) It can be seen that the interpretation of what was an "easy" History lesson was not affected either by the sex of the pupils or by the fact that they had or had not written Standard 10 History before.

Similar χ^2 tests were applied to the distribution of responses when strategies were regarded by the pupils as "difficult". Tables 36 and 37 show these distributions.

For the effective application of χ^2 tests on the pupils' responses to Question 15, two of the five answers had to be combined. At first glance it may be questioned whether answering short questions and teachers' explanations could be logically combined. Both strategies however, are heavily dependent on the teachers contribution to the lesson, and, it will be remembered that these two strategies produced few difficulties for the sample of pupils. The application of χ^2 tests to pupils' responses in those two showed no significant difference.

QUESTION 15: TABLE 36: THINGS FOUND DIFFICULT (EXCLUDING "NO ANSWERS")

		BOYS		GIRLS		TOTAL		χ^2
		No	%	No	%	No	%	
a.	Making notes by yourself	14	28,6	32	34,8	46	32,6	
b.	Reading the textbook	19	38,8	24	26,1	43	30,5	
c.	Writing essays	12	24,5	29	31,5	41	29,1	
d.	Answering short questions and following teacher's explanation	4	8,2	7	7,6	11	7,8	
	TOTAL	49	100	92	100	141	100	2,101ns

$$\chi^2 = 2,101 \text{ (df3)ns}$$

QUESTION 15: TABLE 37: THINGS FOUND DIFFICULT (EXCLUDING "NO ANSWERS")

		NON-REPEAT		REPEATERS		TOTAL		χ^2
		No	%	No	%	No	%	
a.	Making notes by yourself	30	36,6	16	27,1	46		
b.	Reading the textbook	23	28,0	20	33,9	43		
c.	Writing essays	22	26,8	19	32,2	41		
d.	Answering short questions and Following teacher's explanation	7	8,5	4	6,8	11		
TOTAL		82	100	59	100	141		1,804ns

$$\chi^2 = 1,804 \text{ (df3)ns}$$

Because of the failure to reach significance in any of these four χ^2 tests, it is possible to ignore sex and repeating/non-repeating differences and to interpret the results as a whole, as was done earlier in this chapter.

As this chapter draws to a close, the responsibility of the teachers for their teaching strategies seems to be highlighted throughout. The changing responses, towards strategies found easy or difficult, are dependent on the language demands made by the different strategies. Few found listening to the teacher difficult, and few found essays and note-making easy. It could be argued, therefore that both pre-service and in-service training need to emphasise theories of home language and second language development, improved approaches towards the teaching of concepts and ways in which teachers could act as mediators between difficult textbooks and the levels of the pupils' language skills.

This last point can be highlighted when the result of two research studies currently in progress are taken into account. Ferreira

(1992) has examined first year College of Education students' attempt to make detailed notes on passages and to extract points relevant to a specific question. The study explores methods that could be used to improve the students' skills in this direction. Watson (1992) has explored similar skills in first year university students in the Soweto Campus of the Vista University. Their poor results, despite some training at the beginning of their first academic year, suggest that help with this skill should have started much earlier in their school career.

After discussion on the important role of the teacher and pupils' responses to some of the teaching strategies used in the classroom, the discussion will now move on to the pupils and the History that is studied in the classroom. Pupils' response to History in general and its specific topics in particular will be examined and this will form the subject matter of the next chapter.

CHAPTER 7

PUPILS' RESPONSES TO HISTORY IN GENERAL AND ITS SPECIFIC TOPICS

In the previous chapter, pupils' responses to the teachers and their methods were discussed. The discussion continues in this chapter with pupils' responses to History in general and its specific topics in particular. Pupils' responses were obtained from the answers to Questions 12, 16, 17a, 17b, 23, 25, 26 and 27 of the questionnaire. Of these eight questions that form the basis of the material in this chapter, four of them gave the pupils the opportunity to expand on their answers. The four open-ended questions were 17a, 17b, 25 and 27. The other four remaining questions were structured, which demanded no more than a tick or a cross against the appropriate answers.

At appropriate times in the analysis, χ^2 tests will be applied, to see if there are any statistically significant differences between the boys and girls or repeaters and non-repeaters. If there are, the responses may not be generalised. In virtually all the χ^2 tests administered, however, there were no statistically significant differences found, as will be shown at intervals at different places in the course of this chapter. In view of this, the discussion of the results can justifiably deal with the sample as a whole rather than continuously dividing it into the sub-categories of pupils.

In order to make the chapter more logical, the eight questions chosen to provide material for the chapter will be considered under six sub-headings and their order in the Questionnaire will be changed. The new sub-headings are: subject in order of preference; feelings during History lessons; why History is

important; General History as opposed to South African History; responses to general and specific topics; and, finally whether History should be made compulsory.

The first item to be analysed is the order of preference pupils gave to History in the Curriculum they were following. The responses are summarised in Table 38.

QUESTION 6: TABLE 38: PUPILS' RESPONSES TO HISTORY IN ORDER OF PREFERENCE IN SCHOOL CURRICULUM

HISTORY IN ORDER OF PREFERENCE

	1		2		3		4		5		6		7		TOTAL	
	No	%	No	%	No	%	No	%	No	%	No	%	No.	%	No.	%
BOYS	33	44,6	11	14,9	8	10,8	9	12,2	7	9,5	4	5,4	2	2,7	74	100
GIRLS	14	12,7	15	13,6	13	11,8	8	7,3	24	21,8	30	27,3	6	5,5	110	100
TOTAL	47	25,5	26	14,1	21	11,4	17	9,2	31	16,8	34	18,5	8	4,3	184	100

It can be seen that large numbers in the sample claim that they enjoyed school History. Nearly half the total sample place the subject in one of the first three positions in the rating scale. There would, however, seem to be important differences between boys and girls. Table 38 shows more boys showing strong liking for History than girls. Whereas about 70% of boys rate History very high (positions 1,2 and 3) in the preference scale, only about 40% of girls put History in one of these positions.

To support further the possibility that more girls than boys have strong dislike for History, 33% of girls rated History very low (positions 6 and 7) on the preference scale, as against a mere 8% of boys. A χ^2 test was applied to the results with rating positions 1 and 2; 3 and 4; and 5,6 and 7 grouped. The χ^2 value was 27,772 (df2) which, as might be expected, proved to be statistically highly significant. (Significance at the 0,1% level is obtained with a χ^2 value of 9,210.) The difference in the liking for History between the boys and girls supports the trend in the study. It was found in Chapter 4 of the thesis that 61 boys

(82%) chose to study History after school as against only 46 girls (42%). One reason could be boys' deeper interest in politics which can be understood and articulated better through the study of History.

Very closely related to the pupils' rating of History in the school curriculum is the question concerning their feelings about History lessons. Question 12 asked pupils to indicate these feelings on a three-point scale, and these are shown in Table 39.

QUESTION 12: TABLE 39: PUPILS' FEELINGS DURING HISTORY LESSONS

	HAPPY		UNHAPPY		NEUTRAL		TOTAL		χ^2
	No	%	No	%	No	%	No	%	
BOYS	52	28,3	5	2,7	17	9,2	74	100	
GIRLS	45	24,5	26	14,1	39	21,2	110	100	
TOTAL	97	52,7	31	16,8	56	30,4	184	100	16,980

$$\chi^2 = 16,980 \text{ (df2) sig. at 1\% level}$$

More than half the pupils as a whole claim that they are happy during History lessons, and only a few, about 17%, record unhappy feelings. Once again, there are likely to be important differences between the boys and the girls, with the boys apparently having more positive or neutral responses than girls. When a χ^2 test was applied to the responses, this was confirmed with a χ^2 value 16,980, significant at the 0,1% level.

The cells that contributed most to this value are those which show many fewer boys than expected were unhappy or neutral about their views on History lessons and more girls than was to be expected being unhappy. The picture emerging from the responses of pupils' feelings during History lessons confirms earlier findings in this chapter and in earlier parts of the thesis.

It should be noted that χ^2 tests applied to the responses of repeaters and non-repeaters did not show significant differences, so they were not included in the tables compiled in this thesis. In the same way, a χ^2 test administered on the responses of repeaters and non-repeaters to Question 12 produced no significant difference: $\chi^2 = 0,451$ (df2)ns.

From pupils' preference for the subject History and their feelings about History lessons, the discussion now moves on to the importance of History as a subject. Eight possible reasons for History being an important school subject were structured for pupils to respond to by ticking a position on a four-point scale: "Very well", "well", "in a small way" and "not at all". Pupils' responses can be found in Table 40.

QUESTION 26: TABLE 40: PUPILS' RESPONSES TO THE IMPORTANCE OF HISTORY

ITEM	VERY WELL		WELL		IN A SMALL WAY		NOT AT ALL		NO RESPONSE		TOTAL	
	No	%	No	%	No	%	No	%	No	%	NO.	%
A	70	38,0	53	28,8	27	14,7	22	12,0	12	6,5	184	100
B	124	63,0	38	20,7	12	6,5	3	1,6	7	3,8	184	100
C	27	14,7	63	34,2	42	22,8	40	21,7	12	6,5	184	100
D	36	19,6	52	28,2	49	23,8	37	20,1	15	8,2	184	100
E	120	65,2	40	21,7	12	6,5	2	1,1	10	5,4	184	100
F	76	41,3	59	32,1	24	13,0	13	7,1	12	6,5	184	100
G	96	52,2	46	25,0	21	11,4	11	6,0	10	5,4	184	100
H	96	52,2	45	24,5	28	15,2	7	3,8	8	4,3	184	100
TOTAL	645	43,8	396	26,9	210	14,4	135	9,0	86	5,8	1472	100

KEY TO ITEMS

- A - History helps to know more about self and community
- B - History helps to understand world events
- C - History helps to understand different peoples
- D - History helps to develop tolerance
- E - History helps to know world leaders and their roles
- F - History helps to develop the art of leadership and style
- G - History helps to develop good citizenship
- H - History helps to understand mistakes of the past

It should be noted that all the statements on the importance of History recorded some "no response" answers. Roughly 6% of the respondents did not provide an answer to any of the comments. Two responses have a large number of strongly positive endorsement. These are, "understanding world events" (88%) and "knowing world leaders and their roles" (87%). Once more it can be seen that the two choices have political undertones. Three other items have reasonably large positive responses. These are: "developing good citizenship" (77%), "understanding mistakes of the past" (77%) and "developing the art of leadership and style" (73%). Two other statements on the importance of History, however, were rated low. The two were: "understanding different peoples" (49%) and "developing tolerance" (48%).

Pupils' responses to the importance of History in this section seem to suggest that the way the History syllabus is presented to them tends to be divisive and dominant instead of unifying. This is strongly confirmed if a closer look is taken at "in a small way" and "not at all" responses. In "understanding peoples", 82 pupils (45%) said it helps in a small way or not at all. Again, 81 pupils (44%) indicated that History helps to develop tolerance only in a small way or not at all. The situation seems disturbing because pupils' responses and implications do not actually reflect what History is meant to do. History, as most scholars agree, strongly fosters tolerance, good human relations and peaceful co-existence

of people with different socio-cultural background and heritage.

At this stage, χ^2 tests were applied to the various responses made by the boys and girls to the importance of History to see if there was any statistically significant differences between the responses of the boys and girls. Of the eight items, only two showed such differences, while the remaining six showed no significant differences. For the sake of easy reference and analysis, these six items have been presented in one table (Table 40) with their χ^2 test results.

QUESTION 26: TABLE 41: PUPILS' RESPONSES TO THE IMPORTANCE OF HISTORY - ITEMS THAT SHOWED NO SIGNIFICANT DIFFERENCE

	1		2		3		4		5		6	7	
	V. WELL		WELL		IN A SMALL WAY		NOT AT ALL		TOTAL		χ^2	NO RESPONSE	
ITEM	No	%	No	%	No	%	No	%	No	%		No	%
A	70	38,0	53	28,8	27	14,7	22	12,0	172	93,5	2,247(df3)	12	6,5
B	124	67,4	38	20,7	12	6,5	3	1,6	177	96,2	2,288(df2)	7	3,8
C	27	14,7	63	34,2	42	22,8	40	21,7	172	93,5	0,290(df3)	12	6,5
D	36	19,6	52	28,3	44	23,9	37	20,0	169	91,8	0,460(df3)	15	8,2
G	96	52,2	46	25,0	21	11,4	11	6,0	174	94,6	1,161(df2)	10	5,4
H	96	52,2	45	24,5	28	15,2	7	3,8	176	95,7	3,364(df2)	8	4,5
TOTAL	449	40,7	297	26,9	218	19,7	120	10,9	1040	94,2		64	5,8

KEY

- A - History helps to know more about self and community
- B - History helps to understand world events
- C - History helps to understand different people
- D - History helps to develop tolerance
- G - History helps to develop good citizenship
- H - History helps to understand mistakes of the past

The "no response" figures have also been shown in Table 41, but the χ^2 tests were applied only to the actual number of pupils who made positive responses.

The two items which showed some significant differences can be found in Tables 42 and 43 with the responses grouped into three categories.

QUESTION 26e: TABLE 42: RESPONSES TO KNOW WORLD LEADERS AND THEIR ROLES: BY SEX

	VERY WELL		WELL		IN A SMALL WAY/NOT AT ALL		TOTAL		χ^2	NO RESPONSE	
	No	%	No	%	No	%	No	%		No	%
BOYS	45	62,2	14	20,3	10	14,5	69	93,2		5	6,8
GIRLS	75	71,4	26	24,8	4	3,8	105	95,5		5	4,4
TOTAL	120	69,0	40	23,0	14	8,0	174	94,6	6,506	10	5,4

$\chi^2 = 6,506$ (df2) sig. at the 5% level

QUESTION 26f: TABLE 43: PUPILS' RESPONSES TO ART OF LEADERSHIP AND STYLE: BY SEX

	VERY WELL		WELL		IN A SMALL WAY/NOT AT ALL		TOTAL		χ^2	NO RESPONSE	
	No	%	No	%	No	%	No	%		No	%
BOYS	32	47,1	14	20,6	22	32,4	68	91,9		6	8,1
GIRLS	44	42,3	45	43,3	15	14,4	104	94,5		6	5,5
TOTAL	76	44,4	59	34,3	37	21,5	172	93,5	13,030	12	6,5

$\chi^2 = 13,030$ (df2) sig. at 1% level

Notably, the largest contributions to the χ^2 total came in cells with small numbers and in the less-committed categories. The "positive" attitude categories of "well" and "very well" contributed very small amounts to the χ^2 total. In effect, therefore, it can be said that, in the vast majority of cases, there is little significant difference between boys and girls.

In this analysis, important contributions to the χ^2 total came from four of the six cells, but the differences showed no clear-cut or consistent direction. At times girls and at other times boys have larger number of responses in a cell than was to be expected. This was therefore, the only case where any serious statistically

significant sex-difference was found. The responses to the eight statements in Question 26 could, therefore, be interpreted, with reasonable safety, as a single unit without having to treat boys and girls separately.

Some comment is necessary on the sex difference in attitudes found to questions about subject preference and feelings about History lessons, and the general lack of such differences when pupils responded to eight statements about the importance of History. Pupils might respond in different ways according to sex to the significance or importance of History, but this does not necessarily mean they enjoy the actual History lesson.

After examining pupils' feelings during History lessons, and their understanding of what History is trying to do, the searchlight now falls on pupils' interest in and attitudes towards the actual History topics that are taught in the schools. The History syllabus is clearly divided into two broad sections: General History and South African History. This division does not only occur in the Senior Secondary School but also in the Primary and Junior Secondary Schools. The only difference is that at the Primary and Junior Secondary School level, only one paper comprising both sections is demanded, whilst at the Senior Secondary School level, two papers are set, one on each section. The General History is in effect World History, but is strongly Eurocentric. The South African History is purely national history. Pupils' responses to General History can be found in Table 44.

QUESTION 23: TABLE 44: PUPILS' RESPONSES TO GENERAL HISTORY

	LIKE		DISLIKE		NEITHER		TOTAL		χ^2	NO RESPONSE	
	No	%	No	%	No	%	No	%		No	%
BOYS	61	83,6	5	6,8	7	9,6	73	98,6		1	1,4
GIRLS	77	71,3	18	16,7	13	12,0	108	98,1		2	1,9
TOTAL	138	76,2	23	12,2	20	11,0	181	98,2	4,404	3	1,8

$$\chi^2 = 4,404 \text{ (df2) ns.}$$

From Table 44 it can be seen that more than three-quarters of the pupils showed their liking for General History, confirming the general results found throughout the thesis that pupils have a positive response to the subject. An examination of the responses in Table 44 seems to suggest however that there is a difference in the answers given by boys and girls. A greater percentage of the boys gave more positive responses to the question than girls; while a greater percentage of girls than boys indicated their dislike for General History. A χ^2 test was, therefore, applied to the responses (excluding the "no response" answers) to see if there was any statistically significant difference. The χ^2 value of 4,404 (df2) showed however, that there was no significant difference between the sexes.

Table 45 deals with pupils' responses to the South African History section of the syllabus.

QUESTION 23: TABLE 45: PUPILS' RESPONSES TO SOUTH AFRICAN HISTORY

	LIKE		DISLIKE		NEITHER		TOTAL		χ^2	NO RESPONSE	
	No	%	No	%	No	%	No	%		No	%
BOYS	31	42,5	21	28,8	21	28,8	73	98,3		1	1,4
GIRLS	54	49,5	35	32,1	20	18,3	109	99,1		1	0,9
TOTAL	85	46,7	56	32,8	41	22,5	182	98,9	2,726	2	1,1

$$\chi^2 = 2,726 \text{ (df2) ns.}$$

When this table is compared to Table 44, a very different picture emerges. Pupils' liking for South African History is much less positive with only 47% of the pupils as compared to 76% showing strong liking for General History. Again, it can be seen that the "dislike" category, which attracted only about 13% for General History, more than doubles to 33% when South African History is considered. This finding is similar to that of Carstens (1977).

Carstens (1977) undertook a study to ascertain the cause of mass failure of Black candidates in History in the National Senior Certificate Examination conducted in 1974. Only 26% of the candidates passed, and 74% failing. In the study, she discovered that, even among the teachers, more European History sections were clear favourites while certain South African History sections were not at all popular. Two of the teachers' responses which showed strong distaste for South African History which surfaced in Carstens' study were:

"South African History as it is presented is very distasteful to me. I hate telling the pupils that their forefathers were thieves and dishonest because I know that this is not true. It is written by whites who express a white point of view."

"I find teaching South African History most hurting. Even when I think I like a topic it is always going against my convictions and most of all it is not true. South African History is about whites only. Blacks only appear as stutterers or underdogs and one must needs be black in order to appreciate this fully."

According to Carstens (1977 p24), one of the reasons for the poor results of History in the National Senior Certificate Examination was that pupils refused to answer the section on South African History. Carstens' study attempted to link teachers' dislike for South African History with that of pupils'. This tends to support an idea already expressed in this chapter - where teachers' interest and active handling of some topics made pupils like and

enjoy those topics.

This is one of the places in the Questionnaire where pupils could expand on their opinions through the open-ended questions. When asked to give reasons for the choices made in Question 23, most of the pupils (109 of the 184) pupils (about 60%) who indicated that they liked General History gave their reasons as: easy understandable and interesting. An interesting point was that three pupils gave their reasons that it was more objective and free of bias. Thirteen more pupils showed their liking for General History but gave no reasons or comments. Conversely, 33 of the 184 respondents (about 18%) showed their dislike for General History. Their main reason for the dislike was that, General History was distant, boring, uninteresting and concerned about dictators.

On South African History, 83 of the 184 pupils (46%) showed their liking. Seventy eight of this number gave their reason for liking South African History as: easy, understandable and relevant. Three others said they liked South African History because it brings into light the sufferings of Black South Africans which implanted Black nationalism in them. Two more pupils showed their liking for South African History but gave no reasons.

The 67 pupils who said they disliked South African History gave various reasons. Forty-one of them said South African History was boring, uninteresting and difficult to follow. Eighteen more said it was full of bias and propaganda, while eight other pupils gave no reasons for their dislike.

Following a popular educational maxim, the discussion now moves on from general to particular and explores pupils' interest in and attitudes towards some particular popular topics in the History syllabus they might have studied. It should be noted that the topics came from the common-core syllabus and that very frequently, the chapter headings in the textbooks reflect the wordings in the

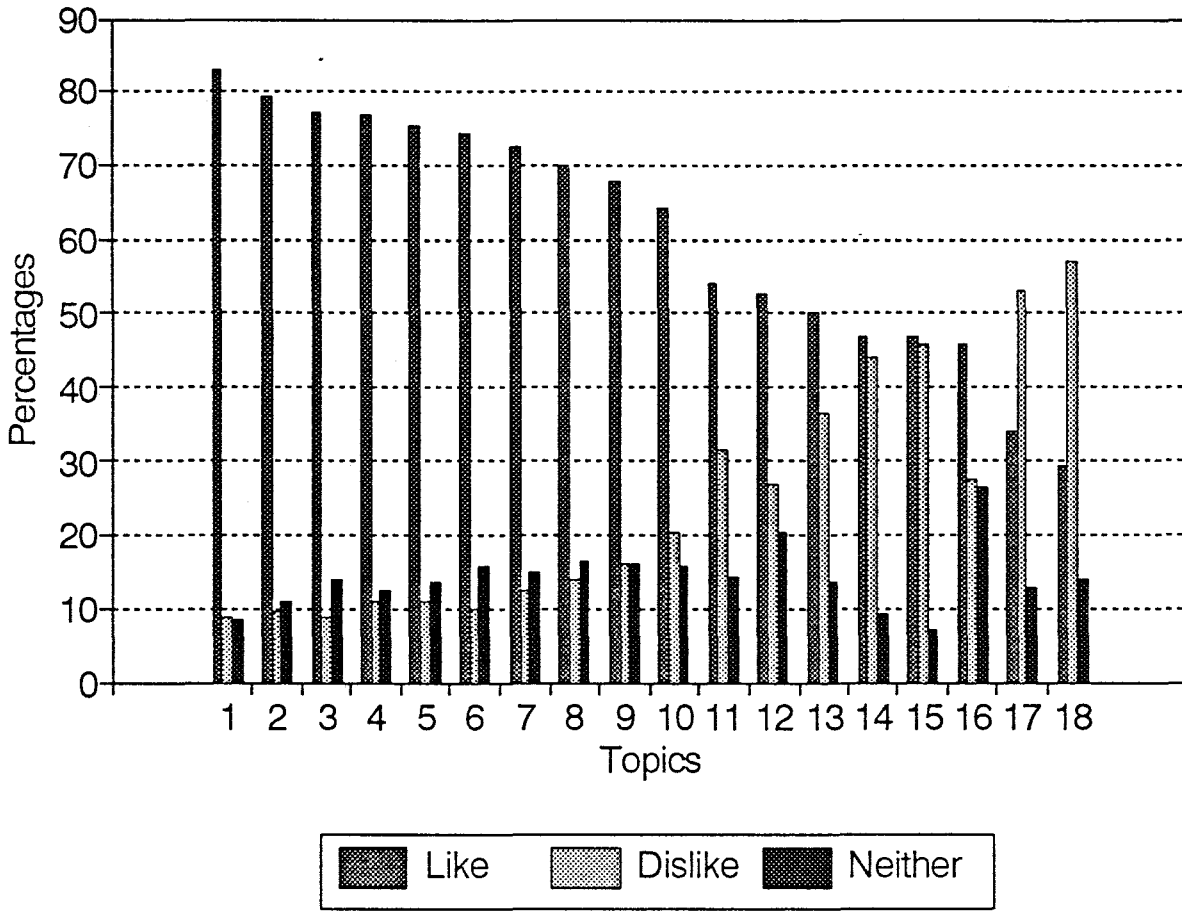
syllabus and so the pupils should have recognised these topics and what they stood for. Some of the topics came from Standards 8 and 9 syllabuses and some from the Standard 10 syllabus.

It was important to have the entry "not yet done", partly because some of the pupils were doing History for the first time as shown in an earlier chapter (chapter 4), and partly because the Questionnaire was administered in May and not every school would have completed the syllabus by then. If they had, they should have been able to respond positively and reasonably to the topics in the Questionnaire. For the purpose of analysis, the pupils' answers were conveniently put under three main headings by combining the first two to stand as "Liked it"; and the last two to stand as "Disliked it". The third option, neither liked nor disliked (neutral) remained same.

As many as 27 topics were planned for pupils to indicate their choices on a five-point scale. Fifteen of the topics came from General History and the remaining 12 came from South African History. Again, for the purpose of analysis, the 27 topics were reduced to 18 by combining some of the topics that were closely related. This resulted in 12 topics for General History and six topics for South African History. The topics selected and pupils' choices as regards "Liked"; "Disliked" and "Neutral" can be found in the Histogram marked Figure 2 and the accompanying Table 46. "Neither Liked nor Disliked"; "Not Done" and "No Response" were grouped together under the "Neutral" column for statistical purposes.

Responses to the topics are shown in Figure 2 and the accompanying Table 46 which gives the statistical presentations of the Histogram.

Question 16. FIGURE 2: RESPONSES TO HISTORY TOPICS



QUESTION 16: TABLE 46: PUPILS' RESPONSES TO TOPICS IN QUESTION 16

		LIKE %	DISLIKE %	NEITHER AND NO RESPONSE	TOTAL
1.	Rise of Hitler	82,9	8,9	8,2	100
2.	Russia (Soviet Union)	79,5	9,6	10,9	100
3.	UNO and Cold War	77,1	8,9	14,0	100
4.	Bismarck and German Unification	76,9	10,9	12,2	100
5.	Napoleon	75,5	11,2	13,3	100
6.	French Revolution	74,3	9,9	15,7	99,9
7.	United States of America	72,5	12,5	15,0	100
8.	World War I and the League	69,9	13,7	16,4	100
9.	Decolonisation	67,9	16,1	16,0	100
10.	Napoleon and aftermath	66,0	20,4	15,6	100
11.	Mineral Discoveries	54,0	31,6	14,4	100
12.	Industrial Revolution	52,9	26,9	20,2	100
13.	Decline of Black Social and legal positions	50,0	36,4	13,6	100
14.	The Great Trek	46,9	43,9	9,2	100
15.	Mfecane	46,8	46,0	7,2	100
16.	South African White Politics	45,8	27,7	26,5	100
17.	Scramble for Africa	34,1	53,0	12,9	100
18.	Decline of Black chiefdoms	29,3	56,9	13,8	100

Creating an arbitrary cut-off point of 60% and above for pupils' responses, ten topics have more than 60% of the pupils liking them. The most intriguing of this is that only one of them was an "African topic" which is the "Decolonisation". This "African topic" is concerned with the rejection of colonialism in Africa or African Liberation. The emphasis on the division and domination mentioned earlier is confirmed here in the topics they chose: for

example, Hitler, Bismarck and Napoleon had large followings of over 75% of the choices.

Conversely, on the other side of the cut-off point of 60%, eight topics are found. Of these eight topics, only one of them is a General History topic, which is the "Industrial Revolution". In many cases, the Industrial Revolution as a social History is a popular topic and a suitable way of studying history. It is, therefore, surprising that it comes to this unpopular side of the cut-off point. The question which may be asked is: is it because it is badly taught or badly presented in the textbook? Another possibility might be, the topic is presented in such a detail that pupils find it difficult to see the relevance of this topic or that the pupils do not see the relevance of industrialisation in their society. Dimbaza being an industrial town should have exposed pupils in the two urban schools to the relevance of industrialization to make them like the topic "Industrial Revolution". It should be noted, however, that this was a standard 8 topic, and so it could be that pupils might have forgotten all the details about it; or that pupils did not do it at all in standard 8, since most of them did not do History in Standard 8. Again, since not all topics are covered by teachers within the scheduled year, this might not have been taught or in an attempt to finish the year's syllabus, this and other topics might have been covered hastily leading to pupils' misunderstandings. Unfortunately, pupils were not asked to explain their reasons.

The least popular topics are centred on the domination of Europeans in Africa. These are the "Decline of Black chiefdoms" and "Scramble for Africa". The reason for pupils' dislike of the "Decline of Black Chiefdoms" could be the way the Black chiefs and leaders were subjugated by the technologically-superior whites. The way the History textbooks characterise the chiefs and leaders as warlike and thieves could also contribute to the unpopularity of the topic among pupils.

Question 17a asked pupils to give reasons for their liking of one topic they liked and enjoyed studying. Most of the respondents who said they liked and enjoyed studying Hitler and the rise of the Totalitarian States, admired the aggression of Hitler and his defiance of the decisions of the Treaty of Versailles and the League of Nations. Others saw Hitler as the man who did not turn back, but marched forward to make Germany one of the most powerful states in the world. At a time in the history of Black South Africans who are expecting a "political Messiah" to lead them to defy the laws of the white "minority" government, and if possible to establish a Black hegemony in South Africa, the actions of Hitler might be more attractive to them. Seemingly, they wish for a "Black Hitler" to break the "shackles of Apartheid" and to establish a Black majority government.

Those who claim Russia as the topic they liked and enjoyed studying gave one common reason that, the History of Russia in the first two decades of the Twentieth Century could be likened to the situation in the Ciskei and South Africa at the moment where the Czars (now white political leaders) enjoyed all the powers and privileges. Those who selected Bismarck and the German unification were attracted and impressed by Bismarck's diplomacy which helped him to achieve the unification of Germany. Those pupils also wished for a leader in the calibre of Bismarck to unite all South Africans under one system of government, where there will be no Ciskei, Transkei, Venda, Republic of South Africa, etc, but one South Africa just as Prussia, Bavaria, Wurttemberg, etc. fused into one mighty Germany.

From the pupils' answers, it could be seen that they liked and enjoyed some of the topics because their teachers were very active and showed interest in the treatment of such topics. Again, the way the teachers tried to explain and illustrate the topics and the amount of enthusiasm the teachers showed to make the topics more practical and interesting made such topics to be liked, some of the

pupils asserted. Once again, the vital role of the teacher, discussed earlier in Chapter 6 is highlighted.

It should be noted again that, pupils' reasons for the topics they liked best were greatly influenced by the way the History syllabus is presented to them in school. The dominance and divisive way of presenting History to the pupils, already mentioned in this chapter, emerges again. Thus, the choices were on individual characters who were initially defiant, but finally managed to bring success to themselves and their countries, instead of topics that brought people together in socio-economic developments.

Question 17b also asked pupils to give reasons for one topic they said they disliked and least enjoyed. Most of these were topics from the South African History section. A few of the common reasons given by pupils for their dislike for the "Decline of Black Chiefdoms" were: "it is boring and less interesting because of how the Black chiefs and their chiefdoms were subjugated by the whites;" and "nothing good and appreciable " were said about these Black leaders.

More than half the respondents who said they did not like South African White politics did not give any reasons. However, the few that gave reasons had one common theme which may be summed up as: boring, because it tells us about the way Blacks were denied their political and civil rights and how the whites became entrenched and dominant in South Africa.

The "Mfecane" was not liked because, according to the respondents, it was primitive and barbaric. Again, it weakened the military might of the Blacks and allowed the whites to "trek" inland with ease. The "Great Trek" was also disliked, because as some of the pupils said, they disliked the things that were done in the course of the Trek; but they did not elaborate on these points. Others simply said they disliked the "Great trek", because it was "through

that that the whites took their land."

Again, pupils disliked the "Decline of the Black social and legal position." Their main reason was that the Blacks were subjected to some obnoxious laws which eventually took away all their rights and laid the basis for apartheid.

A closer examination of the reasons given by the pupils for disliking the topics rated low in Figure 2 and the accompanying Table 46 shows that they disliked these topics not because they were badly taught by the teachers, but because they find the subject-matter bias, not pleasing and humiliating as Blacks. So, their reasons are more socio-political rather than academic.

Finally, Question 27 asked pupils to indicate if History should be made a compulsory subject for all pupils doing Standard 10 or not and give reasons for the choice made. Pupils' responses show that about 56% of the pupils said that History should be made a compulsory school subject, while 44% said it should be optional.

QUESTION 27: TABLE 47: PUPILS' RESPONSES TO WHETHER HISTORY SHOULD BE MADE COMPULSORY

	YES		NO		TOTAL		χ^2	NO RESPONSE	
	No	%	No	%	No	%		No	%
BOYS	44	59,5	29	39,2	73	98,6		1	1,4
GIRLS	57	51,8	51	46,2	108	98,2		2	1,8
TOTAL	101	55,8	80	44,2	181	98,4	0,994ns	3	1,6

$\chi^2 = 0,994$ (df2) ns.

As usual, the percentage of boys who wished History made compulsory was more than girls (60% as opposed to 52%). Conversely, the percentage of girls who wished to see History made optional (46%) was higher than that of the boys (39%). To check whether there was

any statistically significant difference between the responses of the two groups (boys and girls), a χ^2 test was applied.

The result produced no significant difference:

$\chi^2 = 0,994$ (dfl). Again a χ^2 test was applied to the responses of the repeaters and non-repeaters to Question 27. The result produced no statistically significant difference: $\chi^2 = 0,179$ (dfl).

Pupils' responses to Question 27 indicated pupils' strong liking for History, which seems to conflict with studies in other parts of the world, where many pupils seem to be rejecting school History. In Michael Wilson's study (1982 p34), most of the respondents showed their dislike for History. Vaudry (1989) also talked about the declining appeal of History to Secondary School pupils which was becoming a "cancer" in the History Departments of Britain.

Finally, pupils were given the chance to explain why they think History should be made compulsory for all Standard 10 pupils or why it should be optional as the case at present. Some pupils gave more than one reason for History being a compulsory or an optional subject. There was a total of 199 responses of which 118 opted for compulsion and 81 justified History being an optional subject. As was the case with separate pupils' responses, the analysis of reasons showed a large majority favouring compulsion.

The arguments for compulsion could be grouped under four broad categories. Examples of these are given in the pupils' own words.

"History helps a person to be a good citizen who knows his/her rights and obligations which is supposed to know especially after he has passed matric."

"Because in History we know how the world leaders had ruled and their mistakes for us not to do in future because we are going to be the future leaders."

"History helps you to understand the things or events that take place in the world."

"History is important for our lives and if you are not doing History lot of things you don't understand and it is very interesting."

Most of the reasons were related to the options for the relevance of History listed in Question 26, suggesting that the pupils had merely extracted ideas from this question.

The 66 responses arguing against compulsion included:

"I do not think it is useful at all. The History we read is useless, what are we going to do with dead Hitler?"

"Because we human beings differ and there are important lines each student may follow in life."

"Others do not like History because they are lazy to read and they do not understand it."

"Because others do not have the ability to understand History so they hate it."

It is interesting to note that some of the reasons listed here are some of the reasons critics of History often use to justify the elimination of History as a subject from the school curriculum. But although many of the responses did not want to see History made compulsory they also did not want to see History eliminated entirely from the school curriculum; instead they wanted pupils to make their final subject selection based on their interest ability.

In reviewing the findings of this chapter, it is clear that pupils' interest in and attitudes towards History is more positive than some other studies mentioned elsewhere in this thesis. What then

are some of the major problems making some pupils dislike History, and what solutions can be offered to make the subject more enjoyable? This question is the basis of the next and concluding chapter of this thesis.

CHAPTER 8

CONCLUSION

The findings of this thesis came from a questionnaire of 30 questions concerning pupils' attitudes towards History. The pupils came from four Senior Secondary Schools selected from a total of the eight in the Mathole Directorate in the Ciskei. A total of 184 Standard 10 pupils answered the questionnaire. Of these, 74 were boys and 110 were girls.

Because of the high matriculation examination failure rate in Black Senior Secondary Schools throughout the country, a number of respondents (31 boys and 41 girls, about 39% of the group) were planning to re-write the examination, having failed it in the past. Some of these repeaters (22 boys and 27 girls, about 27% of the group) were re-writing History for the second time. The remaining 23 pupils (8 boys and 15 girls) had not included History in their previous attempt at the examination and had presumably, not studied it since they had left the Junior Secondary School. This delayed return to the subject is possible because the examination questions are based only on the Standard 10 syllabus. How adequately such pupils could understand this syllabus which assumes some understanding of 19th Century History is, however, an unanswerable question.

The questionnaire could be divided into five main sections which dealt with: The Pupils' background; Learning circumstances; Responses to the Teachers and their methods; Responses to History in general and its specific topics and Gains from studying History and the purpose of studying. In broad terms, a chapter has been devoted to the analysis of each of these divisions.

In Chapter 2, a survey was made of some of the findings about the

popularity (or lack of popularity) of History in other parts of the world and in South Africa. The general conclusions from these investigations were gloomy. In Germany, Koppers (1972) and Kuhn (1980) cited in Chernis' study (1987) showed a dramatic decline in the popularity of History among school pupils. In Britain, Conell-Smith and Lloyd (1972 p104), Incorporated Association of Assistant Masters (1965 p37), Davis (1973) and Price (1986 p343) highlighted the unpopularity of History among school pupils expressing the gloomy future of History in Britain. According to Sassmuth (1972) cited in Chernis (1987), the future of History in France, the United States and Australia was equally bleak. The situation in Natal and other parts of "white" South Africa is equally uncertain (Chernis, 1987), with the number of pupils studying History for the final Matriculation Examination decreasing with the years as indicated in Table 1, Chapter 2.

The situation in Black Education in South Africa, however, does not produce exactly the same conditions. The large percentage of pupils offering History in Standard 10 in the Orange Free State (about 35% in 1974 and 33% in 1979) in the face of the introduction of the Policy of Differentiation Education introduced in South Africa in 1972/73, tends to reflect the situation in the country as a whole. In Black South African schools, the percentage of pupils who offered History in 1988 (41,3%) had slightly increased in 1989 (Refer to Chapter 2, Table 4). In the Ciskei about 58% wrote History in the Standard 10 Matriculation Examination in 1989 and about 60% wrote History in 1990.

All the pupils in the present study have chosen History as one of their six or seven Matriculation Examination subjects. This does not necessarily mean that they would all be enthusiastic History pupils. Some might have been forced to select History because of no other appropriate subject being offered in their school. Others might have chosen it as a slightly less daunting subject than others available. Some would, however, undoubtedly have selected

it because they had enjoyed the subject in their earlier school years. Some of these might, nevertheless, have changed their attitudes towards the subject as the larger syllabuses, the growing set of detailed facts, the growing complexity of difficult political and social concepts became obvious to them as they moved from standard 8 to standard 10.

Nevertheless, History was far from being interpreted by the majority of pupils as dull, boring, irrelevant and difficult. This study revealed that History is reasonably popular amongst pupils in the sample, and 58% of the pupils selected it for tertiary education. Again, about 56% of the pupils in the sample recommended that History should be made compulsory for all Standard 10 pupils. Most importantly, many pupils in the sample, like their counterparts in Vaudry's study (1989), reasonably well-identified the purpose of studying History not in terms of easily available jobs after school, but in terms of self-development, understanding and knowledge of one's rights and obligations in the society.

Again, it is interesting to note that nearly all the answers provided by the boys and the girls; and the repeaters and the non-repeaters (in the sample) to the questions in the questionnaire showed no statistically significant difference. The few answers that produced some statistical differences were too minor to be taken seriously except Question 12 where the feelings of the boys and the girls during History lessons produced a χ^2 result of 16,98 (df 2) significant at 1% level. The significant difference here lay in the strong positive response of the boys as against the neutral and negative responses from the girls.

The result of this study reveals an interesting paradox. The problems associated with History teaching revealed by the study should be enough to take the "slightest interest" out of the heart of History-loving pupils, but this was not so. Despite the problems, some of which are summarised here, pupils showed marked

interest and strong liking for the subject.

The problems associated with History teaching which were identified in the previous chapters may be summarised as:

- a) Large classes: the sample schools showed large classes ranging from 40 pupils per class (minimum) to 58 pupils per class (maximum).
- b) Poor support facilities: support facilities such as electricity, libraries, and audio-visual aids which help to make lessons more practical and attractive to pupils were virtually absent in nearly all the sample schools.
- c) Inadequacy of textbooks: the commonest teaching aid, the textbook, which should be available in two or many kinds to help pupils compare and contrast the ideas in them, were in short supply. Only about 48% of the pupils in the sample owned textbooks with the remaining 52% sharing with one, two, or three other pupils.
- d) Possible very limited range of teaching strategies used by teachers: as shown elsewhere in this thesis, especially Chapter 5, the physical conditions under which teachers work in the Ciskei and other Black South African Schools, meant that most of the modern and interest-arousing teaching strategies could not possibly be used. Consequently, the old, frequently condemned traditional and interest-killing teaching strategies dominate teachers' teaching methods in the Ciskei.
- e) The difficulty level of the language used in nearly all the textbooks used in Ciskei schools: Poswa's work (1992) clearly indicates that majority of the Standard 10 pupils in her study found Standard 8 History textbooks difficult to comprehend. In this light, pupils in this study should show strong dislike for History, as they are likely not to understand well the facts

and ideas the textbooks attempt to impart.

- f) The problem of the language of the History textbooks being difficult for the average Standard 10 pupil in the Ciskei is also acknowledged by many pupils in their response to some History activities they find too difficult. These difficult activities are: "making notes by yourself" and "essay writing" which are directly linked with the textbooks. It will be recalled in Chapter 6 that many of the pupils (about 33%) indicated that making notes by yourself was difficult because they could not comprehend what they read in order to select and summarise the salient facts in a chapter.
- g) Some topics are not popular with pupils, especially topics on South African History. From previous studies (for example Carstens' (1977) and van den Berg and Buckland (1983)) and this study, it is abundantly clear that most Black South Africans do not like South African History because of the white bias inherent in it. Again, the emphasis put on constitutional and political History by South African History syllabus discourages pupils from enjoying it and developing interest in it. As shown in Simon and Ward's study (1975), discussed in Chapter 2, school pupils prefer Biography and Adventure History to Political and Constitutional History.

Taking the responses of the pupils into consideration and the problems emanating from them (discussed above), the question to be asked now is, what are the pupils looking for in History teaching or what are the hidden implications of the pupils' responses? These could be:

Firstly, clarity of explanations from the teachers in History lessons. As seen in Chapter 6, about 50% of the pupils found following teachers' explanations easy because they illustrated concepts and ideas with concrete examples to bring lessons home to pupils.

Secondly, pupils want direction through the complexity of the complicated syllabus and topics. The History syllabus for South African schools is such that, unless properly guided by a well-trained History teacher, pupils may find the work hydra-headed and thus boring, difficult and uninteresting. Thirdly, pupils want to see the relevance of History to themselves and the society. Again, they want to see bias removed from History writing and objectivity used in History writing to give fair interpretation of facts. Preferably, they would like to see their own people with a similar background undertaking the objective writing.

Fifthly, they want to see the dominance of major historical figures (Biography History) over and above political and constitutional History, irrespective of the "moral" implications of their actions. They want more examples of major social changes and revolutions. It would seem that because of South Africa's situation, these could encourage similar hopes for their conditions. They want to see more of how ordinary people's disadvantages were improved by revolutionary changes, even finding this in the case of Hitler's changes in Germany.

It should, however, be noted that, even those who express general approval of History also have their dislikes concerning History as a school subject. These include lack of relevance, failure to explain appropriate causes of Blacks' oppression, the loss of Blacks' social background, culture and heritage being changed and denigrated by others, especially the "superior" western culture.

From the discussion here and elsewhere in this thesis, it is abundantly and evidently clear that the conditions for learning History, the quality of teaching and the nature of the syllabus and its interpretation, the quality and usefulness of the textbooks are all far from ideal. Why then, is History popular to the pupils in the sample under such appalling circumstances?

One of the reasons could be the political climate in South Africa, which has politicised all people, both old and young. As politicised pupils, they show deep interest in History, because they hope to identify themselves with Historical greats and heroes who could inspire and lead them to political independence. This may explain why boys responded more positively to liking History than girls, who are normally less interested in politics.

The second reason could be conservatism on the part of pupils and the public discussed in Chapter 2. In Ciskei, History is studied right from Standard 3 till Standard 10. This long association with the subject may encourage pupils to develop interest in it and reject those "new" subjects like Biblical studies, that are introduced in Standard 9 or Standard 10.

Thirdly, it could be the attractions of History and the way it is taught in the schools. In spite of the aforementioned problems, some teachers are able to utilize the barest resources to make lessons attractive to pupils. This was evident in Chapter 6 where teachers' lucid explanations and illustrations of topics made pupils like them. In the same way, there are some pupils who realise the relevance of History and so develop a strong liking for it.

At this stage, problems militating against pupils' interest in and liking for History emanating from the study, and some suggested solutions to them will be discussed.

The first problem raised by pupils in the study against the study of History is that, it is irrelevant to their future career and cannot provide them with jobs immediately after school. This problem is not only expressed by pupils in the study, but by critics of History also. A suggested solution to this problem is that, pupils should be made aware that History is a unique discipline, and that even though it does not provide immediate jobs

after school, it adequately prepares one and equips one with the right frame of mind and attitude towards jobs and careers. History helps pupils to be good citizens to know their rights and obligations. Furthermore, it provides basic skills like questioning the validity of facts and ideas, and trying always to assess cause and effect. These make the pupils of History analytical, precise and critical - qualities needed in jobs like Law, Teaching, Planning, Administration and Banking.

The second problem reflected in the study is that, History is boring, uninteresting and difficult. This problem is more concerned with the teachers and their methodology and the situations in the schools. To help solve this problem, teachers who are appointed to teach History at all levels must be academically and professionally well-trained in the subject. The idea of Principals appointing less-occupied teachers to teach History irrespective of their academic and professional background, and their personal interest in the subject, on the grounds that anybody can teach History (van den Berg and Buckland, 1983 p4) should be discouraged and stopped forthwith.

It is very common to see teachers of History in the lower forms (Standards 6 and 7) of Secondary schools with no academic or professional training in the subject. They are teaching History not because they are all that interested in the subject (as the researcher gathered in some of his informal talks with teachers of History at History Teachers' Association Meetings in the Mathole Directorate in May and August 1991) but because they have been asked to teach History by their Principals to make up for the shortfall in their periods.

Unfortunately, these teachers teach the lower forms (Standards 6 and 7, that is 12 and 13 years) which are the formative years of the child and crucial for the development of interest in or hatred for a subject, depending on how it is presented. With teachers who

have not or little academic and professional training in History and who are "forced" to teach it, History cannot be presented in a way that would arouse the interest of pupils in the subject. This could be one of the reasons why the number of pupils offering History decreases as one moves up to the Senior Secondary School when it becomes an elective subject.

Another way of making History more interesting and alive to pupils is teaching History out of the classroom. This calls for a flexible time-table making room for extra-curricular activities and introduction of local History in the early Standards of the Secondary School. This will help pupils to explore and know their immediate environment, come into contact with primary sources, gather and classify their own sources, give their past a sense of reality and then encourage pupils to work in groups (Rheeder, 1991 p30). Introduction of local History in the syllabus of the lower forms and development of Historical sites in Ciskei to provide sources for local study will not only whip pupils' interest in History, but will also integrate many school subjects (Rheeder, 1991 p30). Here, the importance of History as the cement that holds all subjects together, expressed by Trevelyan (1946 p27), will clearly be seen and justified by pupils.

On the conditions of the schools, the government and the education authorities should do well to provide the basic textbooks, library services, teaching and visual aids. The physical conditions of the schools should be improved and more modern classrooms should be provided to ease the overcrowding and also facilitate application of modern teaching techniques. Teachers should be given more incentives to upgrade themselves and undertake projects that would promote History teaching in Secondary Schools in the Ciskei. Subject Inspectors should organise more in-service training courses for old and new teachers to keep them abreast with current teaching techniques, and how to adapt such techniques to suit local conditions.

The third problem revealed in the study which worked against the interest of pupils in History in the sample was bias and propaganda inherent in the History taught in Secondary schools in the Ciskei. In the Ciskei, like other Black schools under the Department of Education and Training, teachers and pupils use the textbooks as catalogues of official "facts" which are treated as sacrosanct, not to be questioned, challenged nor altered.

Any suggested solutions to this problem will be based mainly on van den Berg and Buckland's work (1983). The recommended "official" textbooks should be disregarded and notes devised and compiled by teachers to reflect a more inquiring and objective approach to the study of History (van den Berg and Buckland, 1983). To add to this, all recommended textbooks should be withdrawn and rewritten devoid of the "white bias" especially in the South African History section. The most recent research findings in South African History must be included, and more emphasis should be placed on socio-economic instead of politico-constitutional History (mentioned earlier in this chapter), which seemed not to be liked by many Secondary School pupils as shown by Simon and Ward's study (1975) and supported by this study.

Another suggestion that will help teachers to innovate and make History more practical, interesting and attractive, especially Standard 10, is the nature of the Standard 10 Final Matriculation Examination and the way it is set. The question paper should be re-designed to include more essay questions to give pupils a wide range of choice. This will help teachers and pupils to concentrate fully on limited topics and still be safe so far as the examination paper is concerned instead of rushing through the laborious, congested syllabus with pupils understanding nothing or very little, thereby forcing them to memorise facts if they wish to pass the examination.

Again, the notion that any material taught outside the "examiner's

textbook" is non-syllabus and irrelevant should be discarded. History examiners should make it clear that all new ideas will be accepted during the final matriculation examination. Once teachers become aware that memorandum will no longer be restricted to the "examiner's textbook" and that pupils will have a wide range of questions to choose from, many teachers might innovate and do more intensive work on some selected topics which will go a long way to enkindle pupils' interest in the subject.

The fifth problem which emerged from the study as a factor working against pupils' interest in the subject was linguistic ability. Even though only 10% of the sample clearly indicated that linguistic ability in English was a factor in pupils' dislike for History, it seems they were expressing the views of the majority. The fact that there was no direct question on the feelings of pupils to the medium of instructions used in the schools and the fact that 10% of the pupils gave it as a problem militating against pupils' interest in History shows its seriousness.

Nearly all the pupils in Senior Secondary Schools in the Ciskei have English, the medium of instruction, as a second language. English is the official medium of instruction from Standard 3 to Standard 10, but it is scarcely used by teachers in their teaching. This makes pupils, even at the Standard 10 level not fluent in English. History, which requires good knowledge of the English language in order to participate fully in its lessons and activities can be difficult. This must lead to some pupils losing interest in History and dropping it at the Senior Secondary School level.

Closely associated with this factor is the varied academic background of pupils. These two - linguistic ability and varied academic background of pupils - pose a stumbling block to more innovative and practical approaches to History teaching (van den Berg and Buckland, 1983 p57). Modern innovations and practical

approaches to History teaching require more sophisticated reading skills (entailing language ability) and access to materials other than the one and the only prescribed textbook.

Some suggested solutions to the dual problem are: Firstly, the use of English as a medium of instruction in Ciskei schools should be encouraged and strictly enforced from Standard 3 up to Standard 10. If English is used regularly and consistently from Sub A, more pupils will be adept in the language by the time they get to Standard 10. A good knowledge and command of the language will help pupils to understand fully History lessons and their implications and enable them to participate meaningfully in History activities like group work, debate, simulation games and dramatisation. At present, from the researcher's own observations, pupils in Standard 10 have to be pushed to participate in History activities. Even when answering simple questions in class, pupils have to be called upon as few volunteer to answer. Even, when called upon, majority of them merely stand up not uttering a word. So participation in Historical debates, dramatisation and group discussions becomes a problem.

This is because pupils are embarrassed about the level of English they will use. This lack of confidence in the language leads to passivity in class. This problem of lack of confidence, shyness and passivity in and out of the classroom could disappear once pupils acquire full control over the language and can express themselves freely and meaningfully in English.

Secondly, the level of the language for these pupils who have English as a second language and scarcely speak any English at home should be simple and straightforward. Textbooks, teaching techniques and activities planned for them should be in simple, straightforward and well-graded language to enable even the weaker ones to understand, enjoy and participate.

Thirdly, the poor academic background of most pupils means that their learning begins and ends in the school. The school should, therefore, provide the right academic atmosphere to encourage pupils to make full use of it. Library services, adequate and varied textbooks and teaching and audio-visual aids should be made available and accessible to pupils for use. Because of the poor academic home background of most pupils and poor conditions at home such as poor lighting, long distance from school, congested homes, it might be necessary to plan for funds to provide boarding facilities. This will put pupils in a desired academic environment that may positively influence their learning skills and performance.

In conclusion, it may be summed up that an enterprising teacher with high sense of initiative; more objective textbooks; less congested syllabus that provides for innovations and new ideas; the structure of the final Matriculation Examination question paper(s) making room for more questions on all the salient topics to give candidates wider choice; the role of the Government and the Education authorities in providing suitable academic atmosphere in the schools; introduction of local History into the syllabus of the Junior Secondary Schools and the enforcement of the use of English as a medium of instruction at all levels of education in the Ciskei will go a long way in capturing pupils' interest in, and developing positive attitudes towards History. The positive response shown by many pupils towards the subject, suggests that even slight improvements in these ways, might produce significant changes, making attitudes yet more positive.

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APPENDIX A

P.O. Box 1972
King William's Town
5600
11 March 1991

The Director-General
Ciskei Department of Education
BISHO
CISKEI

Through
The Assistant Director
Mathole Education Directorate
Private Bag
KEISKAMMAHOEK
5670

Dear Sir

**APPLICATION FOR PERMISSION TO ADMINISTER QUESTIONNAIRE TO STANDARD
10 PUPILS IN SOME SENIOR SECONDARY SCHOOLS IN THE MATHOLE
DIRECTORATE**

I wish to ask for permission to administer a questionnaire to Standard 10 pupils who offer History in four of the eight Senior Secondary Schools in the Mathole Directorate.

The questionnaire forms part of a research work towards my Master of Education thesis with the Rhodes University, Grahamstown. The research is about the future of History in Ciskeian Senior Secondary schools.

Pupils may take between thirty and forty-five minutes to complete the questionnaire. A copy of the questionnaire is attached for your perusal.

I intend to administer the questionnaire between 15 May and 25 May 1991, before the start of the Mid-Year Examinations.

Counting on your usual cooperation.

Yours faithfully

(B.K. Atuahene-Sarpong)

APPENDIX B

PUPILS/STUDENTS QUESTIONNAIRE

- 1) All answers will be treated as confidential.
- 2) To protect your identity, do not write your name.
- 3) Answer the questions as freely and correctly as you think or know.
- 4) In your answers give your own ideas. These could be different from the ideas of other people in the class.
- 5) Many of the questions can be answered just by ticking the right box or column.
- 6) You may give your answers in **Xhosa** or English.

1. Name of your school

2a. This year I am in Standard

2b. Sex:

2c. Age at last birthday:

3. Are you repeating your standard this year?

Yes No (Tick the right box)

4. Have you repeated any other standard during your school life?

Yes No (Tick the right box)

4b. If you have answered **Yes**, which other standard or standards have you repeated?

5. Please list all the school subjects you are doing this year.
.....
.....
.....

6. Arrange the school subjects you are doing this year in your order of preference; that is start with the one you like best and end with the one you like least.

- a)
- b)
- c)
- d)
- e)
- f)
- g)

7. List any other subjects you would like to do, but could not do because they do not fit into the school's time table or because they are not offered at your school.

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

8. Which three of the subjects you are doing this year would you like to study after Matriculation, for example at a University or a College of Education?

- a)
- b)
- c)

9. Are you doing History this year at the Higher or the Standard Grade?

10. Answer this question only if you are repeating Standard 10 this year.

Did you write History the first time you wrote Matric?

Yes No (Tick the right box)

11. If you have answered Yes for Question 10, did you write History at the Higher or the Standard Grade?

HG SG (Tick the right box)

and what was your symbol?

12. Think of your feelings when you know you are going to have a history lesson. Tick the box which shows how you feel

<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>

Happy because I find it easy and interesting

Not happy because I find it difficult and boring

Normal neither happy nor unhappy

13. Think of the different things you might do in a History lesson. Here are five (5) things the teacher might ask you to do. Put a tick in the right box to show whether you find these things Easy, Difficult or Neither Easy nor Difficult.

Easy	Difficult	Neither
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Following teacher's explanations

Reading the textbook

Making notes by yourself

Answering short questions

Writing essays

14. Choose one of the things you say is **EASY** and tell why you say it is easy.

I have chosen
 as easy. My reason(s) is (are)

15. Choose one of the things you say is **DIFFICULT** and tell why you say it is difficult.

I have chosenas
 difficult. My reason(s) is (are).....

16. Think back carefully to the topics in History that you have already studied either this year or last year. Here is a list of some of these. By each topic, show whether you have studied it by putting a tick (✓), or a cross (X) if you have not. So those that you have studied then tick one of the five boxes which shows how much you enjoyed studying that topic. (Two examples of how to answer are given.)

	Topic	Have you studied it. Tick if YES	Liked it very much	Liked it	Neither liked or disliked	Did not like it	Did not like it at all
	Examples:						
	Voyages of discovery	✓	✓				
	The story of writing	X					
a)	The French Revolution						
b)	Napoleon Bonaparte						
c)	The Congress of Vienna						
d)	The Industrial Revolution						
e)	The Mfecane						
f)	The Great Trek						
g)	The annexation of Basotholand						
h)	The Incorporation of Black Chiefdoms (Xhosaland into the Cape Colony, Zululand into Natal)						
i)	The German Unification under Bismarck						
j)	The First World War and the Formation of the League of Nations						
k)	The Rise of Hitler						
l)	The Discovery of Diamonds and its effects						
m)	Imperialism and the Colonisation of Africa by Europe						
n)	The Uitlander Question and the Jameson Raid of 1896						
o)	Factors which led to the Unification of South Africa in 1910						
p)	The Rise of Soviet Russia						
q)	The Rise of the United States of America						
r)	The decline of Democracy and the rise of totalitarian states						
s)	The United Nations Organisation						
t)	The Cold War in Europe						
u)	Common problems facing African states after World War II						
v)	The Organisation of African Unity						
w)	The main features of South African Society in 1910						
x)	Legislation governing the non-White Affairs						
y)	The Botha-Hertzog crisis and the Foundation of the National Party						
z)	The Pact Government						
1)	The United South African Party in Power, 1933-1938						

17a. Now choose one of these topics that you liked or enjoyed studying and write a few lines telling why you liked it.
The topic I have chosen is
.....
My reason(s) is (are)
.....
.....

17b. Now choose one of these topics that you **did not** like or enjoy studying and write a few lines telling why you **did not** like it.
The topic I have chosen is
.....
My reason(s) is (are)
.....
.....

18. Do you have a copy of the History textbook to yourself this year?

Yes No (Tick the right box)

19. If you answered **NO**, do you share the history textbook with

1 2 more than 3 other
students? (Tick the right box)

20. What is the name of the Textbook you use at school?
.....

21. Think about how the textbook is written and tick the right box next to each heading to show what you think about your textbook.

		Does it well	Does it badly	Does it neither well nor badly	Does not do it at all
a)	It is written in simple straight forward language				
b)	It explains new words or ideas				
c)	It has interesting stories about people				
d)	It talks about ordinary people as well as leaders or important people				
e)	It explains why people did things				
f)	It explains causes of things or events				
g)	It has illustrations or maps				
h)	It gives subheadings for the broad topics for easy reference				
i)	It has summaries				
j)	It has questions and essays for practice				

22. What makes you like the textbook you use in your school?
 I like the textbook I use in my school because

23. Think about the two broad sections in the History syllabus; General History and South African History. Tick the box which shows what you think about these sections.

Like	Dislike	Neither

General History

South African History

25. Use the next few lines to explain why you put your ticks where you did.

.....

26. Think carefully about the importance of history and what you have gained from the study of History as a subject. Look at the reasons for the importance of History which are listed below.

Tick the box which sums up best what you think about each one of these statements.

		Very Well	Well	In a very small way	Not at all
a	History helps me to know more about myself and the community I live in.				
b	History helps me to understand things or events that take place in the world.				
c	History helps me to understand different people I meet or may meet.				
d	History helps me to be tolerant towards other people.				
e	History helps me to know more about some world leaders and how they lead others.				
f	History could help me to understand either the art of leadership or the way leaders work.				
g	History helps me to become a good citizen who knows his/her rights and obligations.				
h	History helps me to understand how mistakes happened and problems arose so as to avoid them in the future.				

27. Would you recommend that every student should study History for Matric?

Yes

No

(Tick the right box)

27b. Why do you say so?

.....

THANK YOU FOR GIVING SOME OF YOUR TIME.