

EXPERIENCES OF THE TEACHING AND LEARNING OF HISTORY IN A CONTEXT OF RURALITY: A CASE STUDY OF A SOUTH AFRICAN RURAL HIGH SCHOOL

By

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SUPERVISOR'S DECLARATION.

As the student's supervisor, I agree to the submission of this dissertation.

Dr. M T Maposa

DECLARATION

I, **Ntombiyoxolo Mqadi** declare that:

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Signed.....

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As Supervisor, I hereby approve this project for submission to be examined.

Signed.....

Date.....

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DEDICATION

I dedicate this research project to my sister Miss Bathini Octavia Mqadi and Dr Marshal Tamuka Maposa, who have been a great source of support.

ABSTRACT

The teaching and learning of History continues to gain momentum in post-apartheid South Africa and the Department of Basic Education (DBE) has even proposed a decision to make History compulsory in South African schools. Within such a context, it is of paramount importance to take into consideration the reality that teaching and learning is not uniform. In fact, most teaching and learning policies are not created with the schools in rural areas in mind. Hence this dissertation presents an exploration of how teaching and learning of History is experienced by teachers and learners in a rural context. It foregrounds the voices of the participants of the teaching and learning process in the rural areas to counter the dominance of the perspectives of the people in urban areas and those in managerial positions at school and government levels. This study is a phenomenological case study in which focus group interviews and semi-structured interviews were used as data generation methods. The participants were three History teachers and seventeen History learners who were conveniently selected from one of the schools in Port Shepstone, KwaZulu-Natal. The findings suggest that rurality influences the teaching of learning in both positive and negative ways. The negative factors are predominant, and they demonstrate that either the policies must change to suit History teaching and learning in rural areas as well, or the History teachers and learners must improve their additivity in order to teach according to the expectations of History education. Despite the predominance of negative experiences, the ingenuity of both History teachers and learners in the context of rurality however creates some positivity in History teaching and learning. The study concludes that not all hope is lost for school History in the rural areas and, in fact, a lot can be learnt from rural History teachers and learners.

Keywords: Teaching and learning, rural education, teaching strategies, History teaching, History learning.

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ABBREVIATIONS

CAPS	Curriculum Assessment Policy Statement
DBE	Department of Basic Education
ICT	Information Communication Technology
TLSM	Teaching and Learning Support Material

CHAPTER 1

ORIENTATION TO THE STUDY

1.1 Introduction, background and contextualisation

The end of apartheid in 1994 brought a change of government in South Africa. Basic Education was one of the things that the new government had to attend to, to address the damage that was caused by colonial education and apartheid's Bantu Education (Saxton, 2000). Amongst other things, South African education at the end of apartheid was said to be too driven by European ideologies, therefore Eurocentric, too authoritarian and encouraging of rote learning (Horsthemke, Siyakhwazi, Walton & Wolhuter, 2015). In response, the first major intervention was the change of curriculum that brought in Outcomes-Based Education in 1998 in a bid to develop critical thinking, develop the ability to solve problems and to equip learners with skills they need to contribute to the development of the country (Chisholm, 2004; Chisholm, Volmink, Ndhlovu, Potenza & Mphahlele, 2005 & Horsthemke et al., 2015). Later, a curriculum called the National Curriculum Statement (NCS) was established in 2005, only to be replaced by the Curriculum and Assessment Policy Statement (CAPS) in 2011 (Pinar, 2013). Despite all these successive interventions, teaching and learning remains a big concern in South Africa (Modisaotsile, 2012). Some of the concerns have been about the availability of resources, pedagogy and issues of language (Spaull, 2013). Teaching and learning in rural areas is still in question despite the Department of Basic Education's (DBE) efforts to achieve high quality of teaching and learning across the country (Modisaotsile, 2012). The factors that hamper teaching and learning in South African rural schools are both external -societal based (socio-economic) and internal- school based factors (Spaull, 2013).

Spaull (2013) identifies socio-economic factors and school-based factors to be the major causes of concern in teaching and learning in most countries. Socio-economic factors refer to people's control over and access to wealth and power (Spaull, 2013). The measure of socio-economic status is usually the income, the level of education and the occupation of an individual (Spaull, 2013). In the case of South Africa, there are many rural areas that are of very low socio-economic status, whereby most households survive on government social grants (Gardiner, 2008). The level of

unemployment is very high in rural areas due to many factors such as very scarce job opportunities and the high rate of illiteracy (Gardiner, 2008). About 89% of schools in KwaZulu-Natal, Limpopo and Eastern Cape are rural, thus located in communities whose socio-economic statuses are generally low (Spaull, 2012). The link between the school and socio-economic status where the school is located may not be known to many or overlooked, however, there is a strong connection relationship between this socio-economic status and teaching and learning (Lolwana, 2005; Bayat, Louw & Rena, 2014). For instance, Bayat et al. (2014) argue that effective teaching and learning is a challenge in schools that are located in communities whose social-economic status is low. The government may provide the stationery to every learner, but the provision is usually inadequate, leading to learners having to ask their parents to buy the outstanding stationery (Modiasotsile, 2012). Learners who attend rural schools do not pay school fees, and as a result, the schools rely only on the funds from the government. Therefore, socio-economic factors may seem external to schools, but they influence the running of the school majorly.

The school-based factors include teacher qualifications, attendance of both teachers and learners, school buildings, teaching and learning support material, teachers' content knowledge, class size, language and teaching strategies (Vandiver, 2011; Spaull, 2013; Bayat et al., 2014). These factors are internal to the school and have a huge repercussions on the effectiveness of the teaching and learning. For example, in a school where management is poor, resources tend to be scarce and teachers tend to be underqualified, and effective teaching and learning is likely to be compromised (Vandiver, 2011; Mzobe, 2015; Spaull, 2013& Bayat et al., 2014).

The existence of the concerns raised above does not mean that the DBE has not made any effort to improve teaching and learning in South Africa (Modisaotsile, 2012). Examples that can be considered include the endorsement of minimum requirements for teachers' education qualifications, the constant review of the curriculum since 1998 and the allocation of 42 billion Rand to teacher training in 2015 (Jensen & Tylor, 2003; Spaull, 2013). In addition, to ameliorate the problem of unqualified teachers in rural schools, the government has provided the Funza Lushaka Bursary (DBE, 2011). The government has also sent a task team to examine the state of rural schools to know the issues facing rural schools (Probyn, 2009). These measures have been taken but have not necessarily erased the concerns on teaching and learning.

Concerns on teaching and learning are exacerbated in rural schools. It has been seen that learners in rural schools tend to underperform when compared to learners from urban schools (Gardiner, 2008). This trend can be linked to the differences in terms of infrastructure, socio-economic status, socio-cultural practices and employment opportunities. The pass rate in South African rural schools in the years 1994 to 2000 was just above 50 percent. (Mzobe, 2015). In 2001, the “No child left behind” policy was promulgated to strengthen teaching and learning in rural areas, and while challenges like inadequate teachers persisted, in rural schools however, the pass rate improved (Reeves, 2003).

There are many different subjects offered in South African schools, one of which is History. History is offered in the Further Education and Training (FET) phase only. There is a notable difference in terms of the subjects that are offered in urban high schools and those in rural high schools (Gardiner, 2008). For example, subjects such as drama, hospitality and information technology tend to be only offered in urban schools (Gardiner, 2008). However, History is one of the subjects that tends to be offered in both rural and urban high schools.

The importance of History can be explained in many ways. Booth (2003) notes that school History makes learners knowledgeable about their past as well as grooms students to be historians. Haydn et al. (2014) add that school History also ushers learners to their heritage through monuments, historical buildings and museums that represent and keep the records of the events of the past. It is therefore of paramount importance to research the teaching and learning of History in a rural context from the teachers and learners’ perspectives. The reason for basing this study on rural schools is that through the review of literature on teaching and learning in rural areas I identified a gap in the discussions on teaching and learning of History in rural schools. An exploratory study of challenges facing beginning History teachers by Van Hover and Yeager (2004) focuses only on urban schools. Epstein, Mayorga and Nelson (2011) and Reisman (2012) have written on History in a context of urban schools illustrating that most research has been on teaching and learning in urban schools. Scholars such as Chizhik (2003); Carignan, Pourdavood, King and Feza (2005); Kincheloe (2010) and Mathipa and Mukhari (2014) have engaged with teaching and learning, however in an urban context. Not much research has been done on the teaching and learning of History focusing on rural schools’ teachers and learners’ perspectives.

1.2 Focus and the purpose of this study

This study aims to explore the teaching and learning of History in the context of rurality, therefore, the phenomenon under focus is the teaching and learning of History in a rural context. This study hears the voices of the participants of the teaching and learning process as it is often only the perspectives of the people in managerial positions and the government that are heard (Lolwana, 2005).

1.3 Rationale and motivation for this study

A convincing rationale should firstly highlight the personal rationale whereby a researcher gives a personal reason for conducting the study (Cohen, Manion & Morrison, 2011). Secondly, it should highlight the conceptual rationale whereby a researcher describes how the study will addify to the body of knowledge and which concepts are highlighted in the study. Lastly, a convincing rationale is inclusive of professional rationale stating the relevance of the study to the world of profession (Cohen et al., 2011). Below are my personal, professional and conceptual rationales.

The original motivation for doing this study derives from the fact that when I was still a learner in one of the two high schools in a rural area all the learners who were seen as underperforming academically were pushed into History classes which fell under what was called the General Stream. They were expected to fit in and perform better as History was regarded as easy and anyone could do it with success. Yet, there were some learners who still struggled with History as with other subjects. This motivated my curiosity in terms of the issues around the teaching and learning of History in rural areas drawing from the teachers and learners' perspectives.

Learners and teacher's perspectives have remained under-researched when it comes to teaching and learning of History in rural areas (Arnold, Newman, Gaddy & Dean, 2005). This study will contribute to the body of knowledge in the field of History education regarding how rurality informs the teaching and learning of History in high schools. The main concept is teaching and learning and in History education it has been conceptualised by scholars such as Barton, et al., 2004; Booth, 2003; Haydn and Counsell, 2003. This means that much research has already been

done on the concept of teaching and learning. However, the focus of research has been on the teaching and learning in general. Teaching and learning is not uniform across contexts, hence this study will focus on teaching and learning in a rural context, drawing from the perspective of those teachers and learners who are directly involved in it.

The professional rationale of this study is to contribute towards teachers' professional development. This study takes part in the discussions on the teaching and learning of History in a context of rurality. According to Noddings (2003) teaching has no meaning without learning, and this explains why this study focuses on both concepts. Furthermore, there is no single way of teaching and learning and this study shows how this phenomenon is contextualised (Lolwana, 2005; Bayat, et al., 2014).

1.4 Critical Questions

1.4.1. How is the teaching and learning of History experienced by teachers in a selected rural high school?

1.4.2. How is the teaching and learning of History experienced by learners in a selected rural high school?

1.5. Objectives

1.5.1. To understand how teachers have experienced teaching and learning of History in a rural high school.

1.5.2. To understand how learners have experienced teaching and learning of History in a rural school.

1.6. Location of the study

This study had to be based in a rural area to make sure that the critical questions for this study are answered. This study was based in a rural area called Oshabeni in Port Shepstone, KwaZulu-Natal. Out of the two high schools that are available in Oshabeni, one was selected as the case for this

study. The reason for the selection of one high school out of the two is that it is the only one that offers History.

Oshabeni is over hundred kilometres external to Sayidi town. One of its characteristics as a rural area is the authority of the chief (*Makhosi/Inkosi*). Although some of the people in Oshabeni use modern courts to solve cases, many people still prefer to use the traditional courts to lay complaints and solve cases. The Chief's right hand man (*Induna*) is the one who summons both the complainant and the defendant to the traditional court (*Isigcawu*). Guilty parties tend to be fined rather than be imprisoned, and the fine can amount to the guilty party being asked to bring a live cow to the chief's place and to the wronged household.

Some of the households in Oshabeni do not have basic amenities like electricity. Transport is also an issue in Oshabeni and people go to town according to its availability. Transport to Sayidi town is usually available early in the morning and at 13h00, 15h00 and 17h00 from Sayidi town to Oshabeni. Many people are unemployed, and those who are employed are mostly contract workers in urban areas. As a result, some of the households are run by women because the men are working in urban areas. Most of the people in Oshabeni are peasants who survive on subsistence farming and a little commercial farming. Many households are dependent on the government for survival. Most of the parents in this community do not hold matric certificates and others do not have formal education at all.

The schools in this area are categorised as Quantile 1. Spaull (2012) understands Quintile 1 schools as poor. There have been some infrastructural improvements in schools in Oshabeni, but some still do not have libraries, laboratories and computers for both teachers and learners. Oshabeni qualifies as a rural area because of its externality to the city, isolation of households, gravel roads, low population density and the ruling of Amakhosi (Chiefs) in the area, which is what Bayat, Louw and Rena (2014) understand rural areas to be.

1.7. Significance of this Study

Teaching and learning is broad and differs according to context. The context that teachers and learners find themselves under informs how they experience teaching and learning. As mentioned in the above sections, much research has been done on the concepts of teaching and learning.

However, teaching and learning in rural areas has not received much attention when it comes to research. An example of research on teaching and learning in general is the *Emerging voices* (Education policy of consortium (2015). With reference to school History in South Africa, scholars such as Wassermann, have written on the teaching and learning of History. Nevertheless, their focus is not so much on rural areas. This study therefore adds to the discussions on teaching and learning focusing on the context of rurality.

The experiences of those who are active participants in the processes of teaching and learning are not uniform. Also, the interpretations of those experiences differ, hence it is of paramount importance to open a platform for both teachers and learners to share their experiences of teaching and learning as they are the ones who understand them best. An understanding of these experiences is crucial, especially at a time when the South African government is contemplating making school History compulsory.

1.8. Outline of the dissertation

This chapter was an orientation to the study. It provided the background and contextualisation after which the focus, purpose and rationale for the study were presented. These aspects were then crystallised into the objectives and critical questions for the study. The next chapter will cover the review of literature that will be presented thematically. The literature review mainly shows what different scholars understand about teaching and learning in general, and of History in particular, to be.

Chapter 3 is the theoretical framework chapter where Fox's (1989) personal theories of teaching and learning are discussed. The chapter indicates that an individual's pedagogy is informed by a theory that he/she adopts either knowingly or unknowingly.

Chapter 4 discusses the methodological procedures that the study abided by and adopted to generate and analyses data that is relevant to the critical questions of this study. The chapter shows this study is a phenomenological case study since it deals with people's experiences of particular situations.

Chapter 5 covers the presentation of findings on how the active participants of History teaching and learning experiences History teaching and learning in a rural context. The findings are presented thematically and indicate that teaching and learning in rural areas continues to encounter burdensome. However, findings also indicate that not all hope is lost when it comes to the teaching and learning in rural areas. Teachers and learners have proven to be resilient thus creating some positive experiences of the teaching and learning of History in a context of rurality.

Chapter 6 comprises the discussion of findings by relating them to literature and theory. This will be followed by the key conclusions and recommendations from the study.

CHAPTER 2

LITERATURE REVIEW

2.1 Introduction

This chapter presents the review of literature which focuses on the teaching and learning of history in a selected rural high school. Hart (2009) and Thomas & Harden (2008) emphasise that a literature review needs to be linked with the research questions and the nature of a literature review is to engage with the literature that is related to the research questions. In the case of my study the research questions are: How do teachers experience the teaching and learning of History in a selected rural high school? How do learners experience the teaching and learning of History in a selected rural high school?

Hart (2009) understands a literature review as the evaluation of published and unpublished literature that is available relating to the topic that is being researched. The kinds of literature to be used for this study include journal articles, books, theses and conference papers. A literature review is a summary of what has been researched about the subject and a critical analysis of that information by pointing out the gaps and identifying the shortcomings of the theories and the points of view. (Budgen & Brereton, 2006). This chapter thus presents what scholars have written in relation to the issues around the teaching and learning of History in a rural context

This literature review will be presented thematically (Thomas & Harden, 2008). A thematic literature review is undertaken to allow the researcher to discuss and group the information and theoretical concepts into sub-topics that the researcher perceives to be significant in understanding the study that is being conducted (Thomas & Harden, 2008). Presenting the literature review thematically assists me to keep to the focus of the research topic. The first theme is on understanding teaching and learning. The second theme is on the connection between teaching and learning. The third theme relates to the teaching and learning of history. The fourth theme is on the rural context.

2.2 Understanding teaching and learning

This section is a presentation of different scholars' understandings of teaching and learning. As the research in question is about the teaching and learning of History, it is essential to look firstly into and understand what different scholars have written about teaching and learning in general. Teaching and learning are firstly discussed separately before they are discussed together. The last part of this section is on the teaching and learning of History specifically.

2.2.1 Teaching

Literature suggests that there is no single way of understanding teaching. Understanding teaching is controversial because it is influenced by socio-political factors (Beere, 2012). There are two types of teaching namely, formal and informal teaching (Hackney, McMaster & Harris, 2003). Formal teaching occurs in classroom settings and involves writing, testing and discussions (Johnson, 2002; Hackney et al, 2003). Formal teaching is the kind of teaching that occurs in an academic setting characterised by the presence of a teacher and learners, and resources like desks, chairs, chalkboard and textbooks (Hackney, et al., 2003).

Informal teaching happens outside the classroom, is often unplanned and is not directed by a curriculum and a syllabus (Hackney et al, 2003). Moreover, it could occur during the conversations on anything between friends and family or. Further-more argue that informal teaching may come as a form of being involved in a certain organisation where one could be directing and giving instructions (Johnson, (2002) Hackney et al (2003).

Many scholars have understood teaching in relation to formal teaching, that is, they associate it with schooling (Noddings, 2003). One understanding of teaching is that it is an interactive process involving classroom talk, chalkboard, textbooks, worksheets, tests, facilitation and supervision (York-Barr& Duke, 2004 and Lowenstein, 2005). A teacher and learners engage in discussions about the topic that is taught in class before learners undergo an examination (Noddings, 2003).

Another way of understanding teaching is looking at the duties of those who are said to be teachers then draw from their job description the key things that set them apart from others (Noddings, 2003). Loewenberg, Ball, Thames and Phelps (2008) state that the key things that set teachers

apart from others is that they look for ways of sharing, developing and enhancing the knowledge of those they are teaching. Furthermore York-Barr and Duke (2004) state that teaching requires that educators nurture, mentor, and lead learners constantly, facilitate and serve as human relation specialists, to mention a significant few. Loughran (2013) refers to the above mentioned as roles of a teacher. Elton (2012) understands teaching as the action of ushering learners into the learning process. The way a teacher teaches should be in a manner that develops learners' thinking skills and new knowledge (Prince & Felder, 2006). Teachers must use the teaching strategies that are relevant to assisting and guiding learners to learn effectively (Blythe, Croft and Strelec, 2002).

Another understanding of teaching is transferring the knowledge to and building the character of learners through the process of showing and telling and demonstrating the information to learners (Laurillard, 2002). Similarly, Wankat and Oreovicz (1998) understand teaching to be the impartation of knowledge, causing a person to learn and understand what is taught. This understanding views learners as only the receivers and not the carriers of knowledge, which is not always the case (Prince & Felder, 2006). A good teaching process should be inclusive of interaction between learners and the teacher (Phillion, 2002). Other scholars' understanding of teaching is not specific to schooling but to interventions. Blythe et al. (2002) understand teaching as the sessions whereby certain interventions are done to assist a person to learn certain things. In addition, Zumwalt and Craig (2008) assert that teaching is all about attending to people's needs, experiences, feelings and making interventions to help them learn.

There are three criteria for teaching, inclusive of: intention, reasonableness and manner (Noddings, 2003). The intention criterion states that the teacher must intend to get someone to learn something (Noddings, 2003). Reasonableness means that the teacher ought to use methods that are reasonable enough for learners to learn and understand what is intended for them (Noddings, 2003). Manner of teaching refers to the way of teaching that does not leave gaps for questions such as *on what grounds? Why? And how?* (Noddings, 2003). These three criteria have a bearing on the type of teaching that one may apply.

Literature indicates two types of teaching. Cornelius-White (2007) categorises these types of teaching into approaches: the teacher-centred approach and the learner-centred approach. The teacher-centred approach requires a teacher to be the one doing all the teaching while learners put all their focus on what the teacher teaches (O'Neill & McMahon, 2005). In this case, the learners'

task is to listen attentively to the teacher, such that when it comes to activities the teacher gives instructions and learners work individually (O'Neill & McMahon, 2005). Welmier (2002) notes that the teacher-centred approach maintains an orderly class as students remain silent while the teacher is the only one doing the talking in class, controlling all the class activities. Having the teacher directing all the activities done in class, causes the teacher not to worry about missing important content coverage (Beaten, Kydnt, Struyven & Dochy, 2010). The teacher-centred approach also avails the opportunity for learners to learn independently as group tasks are not often given to learners (Cornelius-White, 2007; Welmier, 2002). Cornelius-White (2007) adds that teacher talk is an example of a teaching strategy under the teacher-centred approach whereby the teacher becomes the driving force during the lesson that is taught. With the teacher talk strategy, the teacher provides the information to learners depositing it into their heads by doing all the talking making sure that everyone understands what is taught in class (Beaten et al., 2010).

Another approach that serves as an umbrella for types of teaching is the learner-centred approach as conceptualised by Cornelius-White (2007); Beaten et al., (2010); Welmier (2002); O'Neil et al., (2005); Barraket (2005) and Sullivan& Glanz (2005). This approach to teaching allows both the teacher and the learner to share the focus rather than having the teacher depositing knowledge into learners' heads or learners having only to take down notes (Barraket, 2005). The learner-centred approach encourages group work, whereby learners get the chance to work collaboratively with their fellow learners discussing during the lesson (Sullivan & Glanz, 2005). In this way, learners' essential collaborative and communication skills are enhanced through the asking of questions, discussions with peers and the teacher, in the process making the learners interested in the content covered in class (Booth, 2003). Sullivan and Glanz (2005) note that this approach to teaching is not so much about covering the content offered in a syllabus. Rather, the focus is more on supervision of learners while they are engaging with different class activities. Cornelius-While (2007) argues that many learners would rather work individually, thus providing limitations for the learner-centred approach. Interactive teaching whereby learners and teachers engage and discuss the content covered in class is an example of teaching strategies under the learner-centred approach (Sullivan et al., 2005). Booth (2003) adds facilitation as one of the strategies of learner-centred teaching. He states that facilitation encourages the learners to bring their knowledge and engage with content in a deeper sense in collaboration with the teacher and peers. Barraket (2005)

makes a significant argument that for a well-balanced educational atmosphere, it is important for teachers to apply both the teacher and learner-centred approaches when teaching.

The literature so far shows that different scholars have different understandings of what teaching is. Some scholars associate their understanding with schooling, some with duties and role of a teacher and some with the attending to people's needs. All these understandings of teaching will shape this study.

2.2.2 Learning

Teaching and learning is a mutual process, hence it is essential to discuss learning and its characteristics. Different scholars have written profusely on the concept of learning and their understandings of learning differ. Mayer (2011) understands learning as the processes of acquiring information whether in a formal or informal setting. Informal learning is the kind of learning that begins when a person is born until the time of death and has no guidelines or prescribed books to study (Mayer, 2011). Informal learning occurs anytime and anywhere and has no examinations (Oxbrow, 2005). While informal learning is understood to occur anywhere and anytime, formal learning is understood to occur inside the classroom, guided by the prescribed curriculum and has the examination for which learners study (Mayer, 2011).

Learning is sometimes understood as a permanent step-by-step process whereby an individual experiences changes in knowledge and behaviour (Alexander, Schullert & Raynold, 2009). However, scholars such as Scrivener, 2005 and Winters, 2007 argue that learning should not always be associated with experience and change in behaviour. Dunchesne, McMaugh, Bochner & Krause (2013) understand learning as a transformative procedure of grasping knowledge and information gained through experiences. As a result, learning can be considered to be a core resource for the development of a bright future (Tylor & Granton, 2012). Dufour (2004) adds that learning is the increase of the knowledge of learners. The views above show that learning is understood differently by different scholars.

As is the case with teaching, learning can be understood by looking at the duties of those who are said to be learners (Tylor & Granton, 2012). Learners are separated from any individual who has already undergone the learning process be it informal or formal learning. In fact, learners are

required to study what is taught in class in a deeper sense (Mayer, 2011). Moreover, Mayer (2011) emphasises that the duties of a learner include looking for new knowledge relating to the content that is covered during lessons. Another duty of learners is that they listen, take down notes, engage in discussions during the lesson, seek clarity where there is a need, submit their homework and assignments, be present during examinations so that their knowledge on what they were taught in class is tested (Dunchesne et al., 2013).

The literature on learning also reveals that there are different strategies of learning. These are inclusive of reading and writing (Iwanicka, 2012). Moreover, Oxbrow (2005) notes that learning through reading and writing consists of reading notes made by the teacher, reading notes that are in the textbooks as well as jotting down what is being said in class when the lesson is conducted. Iwanicka (2012) states that most learners use the reading and writing style of learning.

Another learning strategy is auditory learning. This type of learning involves the use of music and sound to learn (Moon & Fifer, 2000). Gaab, Partzold, Becker, Walker & Schlaug, 2004) state that auditory learning is common in special schools where there are learners who live with a disability such as blindness. Another strategy of learning is visual learning- whereby pictures and images are used. Mayer and Massa (2003) understand visual learning as the type of learning that is inclusive of learning through charts, graphs, maps, diagrams and pictures. Visual learning falls under the basic styles of learning whereby imagery is incorporated for learners to understand easily what is taught in class (Beeland Jr, 2002).

Other strategies of learning include social learning, which is interpersonal whereby learners choose to learn as a group discussing what was learnt in class and engaging with the topic covered in class (Tylor & Granton, 2012), solitary learning which is intrapersonal whereby a learner prefers to learn alone and through self-study and lastly logical learning, whereby logic and reasoning are used to learn. See Tylor and Granton (2012).

The literature so far indicates that there is more than one understanding of learning. Some scholars understand learning as an ongoing change in knowledge and grasping knowledge resulting in change and while some understand it as a resource for development of an individual. Some scholars associate their understanding with reading and writing.

2.2.3 The connection between teaching and learning

Drawing from the literature that I engaged with, teaching and learning are dependent on each other conceptually and practically and they can occur simultaneously. Where there is no need for learning there will be no need for teaching. Nonetheless, Garrison and Archer (2000) make the assertion that it is not always that teaching produces learning. The argument made by Garrison and Archer (2000) is contrary to Noddings' (2003) view on the purpose of teaching which is to impart knowledge. A teacher's intention must be for a learner to learn, however not all teachers teach for learners to learn (Andriessen, Baker & Suthers, 2013). The literature identifies roles of a teacher that are key to students' learning. Those roles include the teacher being a human relation specialist; a facilitator, a mentor, and someone who nurtures and leads learners to learning (Loughran, 2013). These roles suggest that teaching and learning have a strong connection.

An attempt to give clarity on teaching and learning correlation have been made and continues to be made in the educational discourse (Harpaz, 2005). Smith (2016) point out that teaching is required for learning to occur, as teaching speeds up the learning process. A professional teacher is expected to have also gone through prior learning of how to teach, thus signifying that teaching and learning go hand in hand. In other words, a learner might not be a teacher; however, a teacher must be a learner (Harpaz, 2005). As Andriessen et al. (2013) argue, teaching and learning, whether formal or informal, are dependent on each other, and neither exists in the absence of the other. Rieser et al. (2016) wrote that "learning precedes teaching", meaning that learning paves the way for teaching to occur.

Teaching and learning is the ongoing communication between two parts which are the educator and the learner (Loughran, 2013). Poor teaching is most likely to result in a dull learning process, while good teaching optimizes learning (Rieser et al., 2016). For teaching to be a success learners' active participation in learning is required. This shows how important it is to research both teaching and learning simultaneously as is the case in this study.

2.3 History teaching and learning.

2.3.1 History Teaching

History teaching depends heavily on how History itself is understood. The literature indicates that different scholars of history have different understandings of what constitutes History. Some scholars base their understanding on events. For instance, Esterhuizen, Gunning & Mocke (1990) understand History to be a record of past events that is methodological and reliable. Furthermore Carr (2018, p. 26) states that “The term History is used with reference to the past events, memory, discovery, collection, organisation, presentation and interpretation of the information about past events”. Although History is understood to be about past events, Esterhuizen et al. (1990) argue that a man is a figure that is central to History as History is the study of the development of men influenced by past events.

Another understanding of History is that it is more than just a token past (Lee, 2004). There is more to History than “what happened?” since there is more than one interpretation of the past, hence History is studying the interpretations of past events (Lee, 2004). Cantu & Levstik (2004, p. 33) support Lee’s (2004) assertion by stating that “History is not only a collection of facts relevant to examination, but is a discipline relevant to the conduct of life” Barton & Levstik (2004) understand History to be an interpretive inquiry- orientated subject inclusive of more than one perspective. This is to say that History consists of more than one interpretation, purpose and interaction. Such understandings of History inform how teachers end up teaching the subject. Much has been written on the teaching of History. Cantu and Warren (2003) assert that the teaching of History was more about myths in the 19th century. Little attention and recognition were given to History as a subject, and it was only in the 20th century whereby History was given recognition and began to be taught in many schools (Cantu & Warren, 2003). It is essential for History teachers to know the nature of the subject they are teaching to ensure that what they are teaching is related to the historical content not just general knowledge (Wassermann, 2017). Teaching of History relates to organising the information about the past into the image of History (Husbands, 1996). Furthermore Spaul (2013) emphasises that it is crucial for teachers to be in possession of in-depth

knowledge of the subject they are teaching for them to produce learners of high quality. According to Spaul, (2013) the way a teacher teaches has an impact on the learners' understanding of the subject. Bertram (2011, p.57) understands teachers' content knowledge to be the "deep understanding of the central important concepts of their specialization not only a collection of facts of the subject". "A teacher with content knowledge passes on the knowledge and skills to learners easily" (Spaul, 2013, p 124). The significance of having content knowledge as a teacher is that it boosts motivation to teach the subject not for the sake of just earning a salary rather because they have passion for the subject they are teaching (Adedeji & Olaniyan, 2011).

In as much as teaching involves the use of textbooks and worksheets as Noddings (2003) & Lowenstein (2005) understand it, Cantu & Warren (2003) propose that when History is taught, teachers should go beyond the textbook and worksheets. Cantu & Warren (2003) state that many junior high school and high school teachers teach History using only the textbook. The manner in which History tends to be taught focuses on memorising historical events and dates rather than analysing those events and historical documents (Phillips, 2008). Opportunities for meaningful tasks are lost when teaching History consists of memorisation of events and dates rather than analysing, critiquing and examining historical documents (Phillips, 2008). In the previous section on teaching, Wankart et al. (1998) & Zumwalt et al. (2008) proposed that effective teaching should integrate discussions and interaction between teachers and learners so that learners' creative thinking is developed. This is to say that History teaching should not only focus on memorising, rather engaging in deep discussion about the content covered in class. Cantu & Warren (2003) conceptualised this type of teaching specific to History as teaching Authentic History. Authentic History requires that teachers assign learners with activities that will allow them to go beyond what is written in the textbook and what is taught in class (Cantu & Warren, 2003). Teaching Authentic History provides an opportunity for learners to learn to analyse, find and provide evidence.

Authentic History is challenging, yet encouraging to learners as they get the chance to go beyond what is presented to them by the teacher or the History textbook to produce students who are knowledgeable about History and who can analyse, critique and examine existing evidence (Phillips 2008); Cantu & Warren, 2003). Cantu and Warren (2003) put emphasis on learners being assigned to engage in primary research tasks, thus they will begin to question things, be interested and enthusiastic to learn History. Haydn and Counsell (2003) assert that the way in which History

is taught should make the learners dig deeper and develop critical thinking. This will be achieved if History is taught based on the analytical inquiry discipline (Haydn & Counsell, 2003). Phillips (2008) adds that analytical inquiry in the teaching of History trains and improves the judgement of learners and adds to their character. Cantu and Warren (2003) make an assertion that analytical inquiry allows the teacher to teach History in a very detailed manner. The teaching of History should expose the learners to many readings and books to examine those historical documents (Husbands, 1996). This literature agrees with the fundamental aim of teaching in terms of ushering learners to develop analytical and critical thinking skills.

2.3.2 The learning of History

Debates on the learning of History are not new. Learning theorists like Jean Piaget argued that children must not learn History until they are fully aware of some important concepts (Phillips, 2008). However, there are many ways of learning History. Oral stories and books are significant components in the learning and understanding of History (Phillips, 2008). The learning of History is essential in a manner that learners learning History have access to the past using books, films and oral History to mention a few. Though we may learn about the past, however our knowledge and understanding about the past will remain partial and incomplete due to the relation we have with the past, passing of time and losing evidence that once existed (Husbands, Kitsons & Pendry, 2003). Besides the teaching strategies that are employed, there are other factors that influence how History is learnt, such as language and resources.

2.3.2.1 Language in History learning

Language and teaching are interlinked. Halliday (2004, p.324-328) describes language in three ways: “learning a language, learning through the language and learning about the language”. The language and learning relationship is central to learners’ understanding of a subject (Halliday, 2004). The learning of History is impossible without the use of language and historical vocabulary (Husbands, 1996). Language is an issue in the teaching and learning of History more especially in learning History, as it could be a barrier for learners to learn and understand what they are being taught (Lee, 2004). The language of History is complex and difficult making it hard for learners

without historical vocabulary to understand it (Husbands 1996). Language is key to learners' ability to learn History whether by talking or writing (Barton & Levstik, 2004).

In most South African rural schools, History is learnt in a second language. Myles and Mitchell (2014) argue that learning in a non-mother tongue is a challenge for many learners resulting in learners not performing well. For History to be interesting to every learner, the content must be made easy and comprehensive for learners (Barton & Levstik, 2004). According to Myles and Mitchell (2014, p.39) "Language is key to the understanding of the subject by the learners hence it is significant that the language in the History books is not too difficult for learners".

2.4. Resources for the teaching and learning of History

Teaching and learning involves many things for it to be effective, one of which is resources. Hall (2015) views teaching and learning resources as necessary tools for good teaching and learning. Plucker and Esping (2003) give examples of teaching and learning support material (TLSM) that can be used to teach and learn History such as maps, atlases, television shows, film, study guides, textbooks, worksheets, posters, DVDs, CDs, data projector, Apps, plays, speeches and multimedia. Teaching resources make it easier for a teacher to demonstrate and explain the content at hand. For learners, teaching resources help them to learn and understand better in class and beyond the classrooms (Rice, 2012). Teaching and learning support material is the essential tool to support learners' understanding of the topics that are covered in class (Hall, 2015). TLSM used to teach History should develop learners' reading skills, understanding of History and must include assessments that are meaningful to the teaching and learning of History (Brock, 2008). Hall (2015) emphasises the importance of making sure that teachers use accurate, based-on-evidence resources. Schools need to ensure that the resources they use for teaching balance the need to provide challenging and engaging learning programmes for learners with the use of teaching resources that are not offensive to learners and the community at large (Larson & Street, 2011). Teachers need to consider the effectiveness of the resources they are using to teach, consider how learners are using them, and what it is that learners learn through the resources (Rice, 2012). The following subsections discuss examples of History teaching resources.

2.4.1 Textbooks, teachers and study guides as resources to teach and learn History

Textbooks are a teaching resource that is easily accessible since they are a portable source of knowledge (Loewen, 2008). Learners can take the textbook and study guides with them to study even at home because they are easy to carry enabling the learners to engage with History even when they are not at school (Sobel, 2004; Bain, 2009 & Loewen, 2013). Literature indicates that many learners learn and understand better through the visual teaching (reading) than auditory teaching where they must listen to a teacher. With the textbook and study guides learners can study History by reading at their own pace and their own time while taking down important notes independent of the teacher (Marsden, 2001). Some literature indicates that the availability of textbooks in the teaching of History influences learners' academic performance. On the contrary, Lindquist (2009) argues that learners can read the textbook but not learn from it, hence it cannot be guaranteed that textbooks improve learners' academic performance.

In as much as it is significant for a History educator to use a textbook when teaching History, however a textbook should not be the domineering teaching aid of the whole lesson conducted (Husbands, 1996; Villano, 2005 & Loewen, 2013). Textbooks often become a substitute for teachers' knowledge and understanding of the content as teachers begin to rely solely on the textbook when teaching History (Sobel, 2004). With the use of a textbook to teach History, some teachers tend to read what is written as is with no further examples or explanations (Villano, 2009). In addition, Lindquist (2009) argues that teachers tend to give their learners only the tasks that are at the back of every chapter in a textbook and not develop their own tasks. A textbook in History teaching should be used as the guiding aid to work through the syllabus (Bain, 2009). Textbooks serve as guidance for teachers in terms of which topic to cover in each grade they are teaching, how much time they should allocate for each topic and which topic to begin with and follow sequentially (Sobel, 2004).

Although History textbooks and study guides can be sources of higher-order understanding in History, teachers should integrate them with other materials such as articles and books (Loewen, 2013). If used on their own, textbooks do not expose learners to different explanations and perspectives of historical events (Loewen, 2008). However, Bain (2009) argues that most History textbooks have visuals which are good for learners' understanding.

In most rural schools, learners share textbooks and study guides. One would find that there are two or more learners sharing one textbook (Loewen, 2013). The sharing of textbooks is not conducive to the teaching and learning of History as the learners will have to take turns in using one textbook (Loewen, 2013). In cases where learners must share one textbook, learners may be disadvantaged if their partner loses it (Bain, 2009).

It is essential for teachers to choose textbooks and study guides that are appropriate for their learners. However, those textbooks must not be too easy nor too hard (Marsden, 2001). A textbook that is user friendly provides the opportunity for learners to question and analyse the topic (Loewe, 2008).

2.4 2 Using maps and atlases as teaching and learning resource to teach History

Maps and atlases are created and used for various reasons which are to see places, pass on knowledge about the places on the map to learners, to calculate distance, calculate the time it takes to move from A to B and assist in finding a destination (Novak & Canas, 2008). Maps in History are used to assist the learners in finding out how the world has changed over the years (Christians, 2011). But some scholars argue that the central importance of using maps when teaching History is to make it easier for learners to grasp the location of the place mentioned in the content that is taught in class (Christian, 2011; Novak, 2010). Geographic location provides the foundation in the teaching of History (Knowles & Hillier, 2008). Through using maps, learners can have access to information about the physical features that may have been replaced by other phenomena as a result of modern development and colonisation (Christian, 2011). Learners may also identify changes in the sizes and location of some places, and changes in place names. Therefore, maps and atlases are essential tools to teach History (Booth, 2003).

Apart from acquiring geographical knowledge, maps assist learners in understanding different countries' political, social and economic features (Novak & Canas, 2008). Using maps and atlases when teaching History is not only about showing learners "where it is at" but also to assist learners in understanding why and how the environment helped influence historical development and how societies have interacted with other places in the past (Park, Hunting & Engelbart, 2002). This means that maps in History can serve as historical evidence and be subject to critique as with all

other historical evidence (Christians, 2011). This is because not all maps that are used in class are accurate representations of the real world (Verdi& Kulhavy, 2002). This emphasizes that maps in History are not only about visualising the places but also examining the History presented on the maps and applying critical and analytical skills (Novak, 2010).

2.4.3. Using the chalkboard to teach and to learn History.

Even though the use of technology in teaching and learning has increased over the past decades, the chalkboard remains the main and irreplaceable teaching aid in many South African schools (Hicks, 2005). Chalkboards have been used widely in schools over the years and they are the standard teaching aid (Ruto & Ndaloh, 2013). Hardman, Abd-Kadir, Agg, Migwi, Ndambuku and Smith (2009) note that the chalkboard availability is guaranteed in most, if not all schools and it does not require that the school have electricity. The school may not have much, but if it has the chalkboard teaching and learning may still occur (Hicks, 2005).

Most learners do not like oral presentation without having some notes written down for them to jot in their notebooks, making it significant for teachers to use the chalkboard (Hicks, 2005; Stigler & Hiebert, 2009). According to Onkobia (2011) the integration of the chalkboard as a teaching aid allows the learners to understand the content better. With the chalkboard as a teaching resource in History, learners' attention is on what is written on the chalkboard in a simple and readable manner and with the teacher who is talking in front of them (Hicks, 2005; Hardman et al., 2009 & Onkobia, 2011). Stigler and Hiebert (2009) argue that the chalkboard makes it possible for the educator to simplify the illustrations and examples for the learners so that they understand what they are taught in class. The use of the chalkboard also enables the teacher to be in control of the lesson's pace as it encourages writing while talking (Ruto& Ndaloh, 2013).

2.4.4. ICT as a teaching and learning resource when teaching History

The introduction of ICT is significant to achieve good education with quality learners and citizens. Through ICT, the teaching of History is improved and promotes effective teaching and learning (Olakulehin, 2007). Olakulehin (2007) asserts that ICT brings about excitement to the learners

causing them to participate and be more actively involved in the lessons, making teachers' work easier.

ICT also plays a crucial role in History teaching when it comes to saving time. History has many notes and extended readings and ICT such as power point presentations saves time for both the learners and the educator (Olakulehin, 2007). Through ICT the educator can send the notes to learners via emails and other social media inclusive of WhatsApp groups, and Facebook (Olakulehin, 2007). Tinio (2003) argues that the time saved by ICT enables more interaction between the teacher and the learners. However, there can be a problem if the teachers just present power points slides to learners with key ideas and read them as they are without explaining further. The use of ICT to teach History enables both teachers and learners to have substantial access to information related to the content. The teacher and the learners can access information through their cellphones, laptops, radios and television (Tinio, 2003).

Another use of ICT is in a form of enhancing visual teaching and learning which can be done through documentaries and films relating to the incidents of the past (Tinio, 2003). This makes the learners not to rely only on their imagination when History is taught but also see the clear pictures which will allow them to memorise and contextualise (Tinio, 2003).

2.5. Teaching strategies for History

There are two central approaches to teaching: the teacher-centred approach and the learner-centred approach (Cornelius-White, 2007).

2.5.1 Teacher-centred approach

In this approach, the learners' task is to listen attentively to the teacher during lessons and when it comes to activities, the teacher gives instructions and learners work individually (O'Neill & McMahon, 2005). This approach has merits and demerits as is seen in the following discussion on teacher talk as an example of teacher-centred strategies for teaching History.

2.5.1.1 Teacher talk

As its name suggests, this strategy is whereby the teacher dominates the teaching and learning process by doing the talking while the learners listen and learn. It requires History educators to engage with a wide range of readings before conducting a lesson since they will be the only source of knowledge (Husband, 1996). Leowen (2008) supports teacher talk in History teaching by arguing that it generates meaning and relevancy of the content covered and sources information for learners. Teacher talk also produces organisation of the classroom for conducive learning of History (Husbands, 1996). It is the educator who makes sure that everyone understands and is ushered into the development of critical thinking through the asking of questions (Husbands, 1996).

However, the teacher talk strategy of teaching History is controversial because it does not give the learners much chance to give their perspectives on the content that is taught and also ask questions. Learners become passive recipients of the historical knowledge while the teacher becomes a depositor of knowledge (Booth, 2003; Barton et al., 2004 & Haydn et al., 2008). As a result, it does not offer an opportunity for learners to direct their learning, ask question and express themselves to their full extent (Barton et al., 2004; Booth, 2003; Motschnig, Pitrik & Holzinger, 2002). Booth (2003) further argues that applying the teacher talk method when teaching History causes the learners to be bored and lose track of the content being taught. This might lead to learners missing some essential facts. Welmier (2002) argues that for learners to keep their minds functioning they need to ask questions and be actively involved in class discussions. Furthermore, since teacher talk does not encourage collaboration, learners may experience difficulties with assessment and may not fully develop collaborative and critical thinking skills (Booth, 2003; Barton et al., 2004). Therefore, Barton and Levstik (2004) argue that teacher talk should not replace learners' thinking, but rather support how the learners reason.

2.5.2 Learner-centred approach

This approach to teaching allows both the teacher and the learner to share the focus rather than having the teacher depositing knowledge into learners' heads and learners having only to take down notes (Barraket, 2005). The learner-centred approach encourages group work, whereby learners get the chance to work collaboratively with their fellow learners (Sullivan & Glanz, 2005).

In this way learners' collaborative and communication skills are enhanced through the asking of questions and discussions with peers and the teacher, in the process making the learners interested in the content covered in class (Booth, 2003). Sullivan and Glanz (2005) note that this method of teaching History is not so much about covering the content offered in the History syllabus, rather, the focus is more on supervision of learners while they engage with different class activities. However, Cornelius-While (2007) argues that many learners would rather work individually, so working within groups may be problematic for such learners. Hereunder is the discussion of teaching strategies for History that are learner-centred.

2.5.2.1 Interactive teaching

The interactive teaching method entails that the educator engages with students during the lesson (Killen, 2006). Learners can be engaged through discussions that are derived from questions that the educator asks while the lesson is unfolding, providing an opportunity for interaction (O'sullivan, 2004). According to McLoughling and Luca (2002), the interactive teaching method is one of the ways of giving the learners the platform to have their critical thinking skills developed and improved. Learners get the chance to learn from their peers while analysing the content that is covered during the lesson resulting in knowing and understanding multi-perspectives (Mc Loughling & Luca, 2002).

2.5.2.2 Facilitation

Teaching and learning are perceived to be inseparable, hence the teacher's job is to work with the learners co-operatively to assist them engage with History in a manner that shapes their understanding of the content (Sullivan & Glanz, 2005). According to Booth (2003), facilitation as a teaching strategy is learner-centred in that it encourages the learners to think for themselves as well as assisting them to be open to the things that make it a challenge for them to understand History. Learners are encouraged to engage deeply with History so that their understanding is made possible. They are also encouraged to bring forth their own thoughts on the content covered (Booth, 2003).

Barraket (2005) makes a significant argument that for a well-balanced educational atmosphere, it is important for teachers to apply both the teacher and learner- centred approach when teaching. As will be seen below, the context also has a bearing on which approach to best apply.

2.6 Rurality and rural education

2.6.1. Context of rurality

Globally, rural areas are understood differently. Bayat, Louw and Rena (2014) understand rural areas as consisting of low population density, with households that are far apart. Low population density in rural areas results from various issues such as the underdevelopment and unavailability of factories and mills (Mzobe, 2015). “Issues such as unemployment and poverty cause people in rural areas to relocate to urban areas looking for an improved life” (Gardiner, 2008, p.49).

Other scholars interpret rural areas as the opposite of urban areas. Spaul (2013) understands rural areas as those that are outside town and hard to reach which results in scarcity of transport (Mzobe, 2015). Moreover, people in rural areas must leave their homes early in the morning to get to town and return in the evening due to rural areas being far from town (Mzobe, 2015). Spaul (2013) asserts that people in rural areas mostly go to town according to the availability of transport. Poor transport also hinders development in rural areas (Mahlomaholo, 2012).

Rural areas consist mostly of people who are unemployed, and those who are employed are not permanent workers (Spaul, 2013). A large percentage of households in rural areas have one person who is employed thus surviving only on a single income (Mzobe, 2015). In addition, Mahlomaholo (2012) asserts that the finances of the unemployed people in rural areas are based on the government social grant that they receive monthly. However, there are other means of survival. Most people in rural areas rely on pastoral and commercial farming for the survival of their families (Gardiner, 2008). In addition, Bayat, Louw and Rena (2014) argue that the major employment for people in rural areas is in agriculture and the reproduction of animals. People in rural areas exchange their agricultural production for money (Bayat et al., 2014). In this way the relationship of people in rural areas is very strong, partly resulting from the trading and other communal interaction.

2.6.1 2 Rural education

There are rural schools worldwide, both in developed and developing countries (Gardiner, 2008). Rural schools are characterised by their existence in rural areas and their externality to urban areas. “In South Africa, a large percentage of schools are located in rural areas in the Eastern Cape and Kwa-Zulu Natal. About 89% of schools in KZN and the Eastern Cape are rural and they are poor”(Spaull, 2012, p. 136-138). One thing that can be said about rural schools is that their education is indigent thus the quality of education received from rural schools is compromised (Probyn, 2009).

Almost every country perceives education as the tool that will take people out of poverty and be the answer to the problems of the country (Darling-Harmnond, 2008). Literature suggests that in as much as there have been some improvements made by the Department of Basic Education in rural areas, the quality of education received by learners remain questionable. According to the report from the Rural and Community Trust (RCT) which examined the state of rural schools in the years 2015-2016, rural schools are still struggling to function properly. The report of 2015-2016 highlighted that the major challenge in rural schools is the lack of resources and the challenge of retaining teacher talent. In 2017 the RCT issued another report, highlighting the insufficient funds, resulting in schools being unable to provide enough resources necessary for effective teaching and learning. Most rural schools use resources that are outdated, worn out and old because they do not have the funds to buy new up-to-date material (Darling-Harmnond & Youngs, 2002). Schools in rural areas rely mostly on local taxpayers for finances, but the school and the money by the taxpayers is often not enough (Darling-Harmnond, 2008). In some schools, teachers end up using money from their own pockets due to desperation for the material they need to carry on with the lessons (RCT, 2017).

Rural schools often have congested classes, with approximately 60 or more learners in one class, resulting in ineffective teaching and learning especially because of insufficient resources (Gardiner, 2008). Spaull (2013) argues that overcrowded classes are difficult to teach, and they are limiting because the teacher cannot be creative to a great extent. Some schools in rural areas are forced to have two different grades in one classroom due to the shortage of classrooms to

accommodate the other grade (Spaull, 2013). While the one grade is being taught the other one will watch and wait for their turn resulting in time being lost.

Learners get to learn in English because in South Africa the English language remains the medium of instruction (Gardiner, 2008). Learners are to be taught in English even though many learners in South African schools did not acquire English at the level that is necessary for teaching and learning (Othman & Leng, 2011). Language is an issue in the teaching and learning in rural schools and teachers being aware of that, codeswitch when teaching for the benefit of learners and achieving the goals of teaching and learning (Probyn, 2009). Codeswitching is practised in many classes in South African rural schools more especially when teachers are sharing the same home language with the learners they are teaching (Galindo & Sheldon, 2012). Code switching is neither accepted nor allowed in the profession of teaching as some teachers are able to utilise it in an effective way beneficial for the teaching and learning (Probyn, 2009).

Literature on teaching and learning in rural schools indicates that the education standard in rural schools is low. Often learners who attend schools that are located in rural areas underperform as a result of ineffective teaching and learning practices (Modisaotsile, 2012). The underperformances of learners from rural schools makes the school do badly in the national rankings and leads to the conclusion that the level of education in that rural school is poor (Othman & Leng, 2011). To measure the standard of education in South African rural schools, subjects like mathematics, science and language are used as an instrument such that when the school produces learners who perform well in mathematics and science it is considered a good school.

The literature I have engaged with shows that teaching and learning in rural schools is compromised, however not by choice but by circumstances that the schools in rural areas find themselves facing. There is no evidence showing literature on the teaching and learning of History in rural areas hence the literature on the teaching and learning in rural areas is on teaching and learning in general.

2.7. Issues around the teaching and learning in rural areas.

Factors that influences the teaching and learning in rural areas can be categorised in two major factors: factors internal to the school (school- based) and factors external to the school (socio-economic).

2.7.1. School- based factors

2.7.1.1 Teacher qualification

Literature indicates that learning is the outcome of teaching which makes it important for teachers to be sufficiently qualified. There are two types of teachers, the qualified and the underqualified teachers (Noddings, 2003). Often the underqualified teachers are based in rural schools as a result of inadequacy of teachers in rural schools and inadequacy of funds to afford qualified teachers (Galindo & Shelton, 2012). In South African rural schools, there are many individuals who have just the matric certificate, but are teaching (Bertram, 2011). The DBE has made major interventions to upgrade the teacher qualifications in rural schools by implementing teaching bursaries like Funza Lushaka bursary (DBE, 2011). There are many rural schoolteachers who are also part-time students (William, 2015). Teachers who are teaching in rural areas while studying by correspondence have a challenge to finish the qualification they are studying for due to factors like balancing work and studying, difficulty in accessing the information they need for their studies because libraries are in towns, and the schools they are teaching in have poor resources (Modisaotsile, 2012 & Williams, 2015). The literature does not indicate whether at the end of the day the unqualified teachers who are studying towards their teaching qualification obtain their qualifications or not.

2.7.1.2 Teacher content knowledge

It is of paramount importance for teachers to be in possession of deep knowledge of the subject they are teaching to inspire the learners who are of high quality (Spaull, 2013). Furthermore Spaull (2013) notes that the way a teacher teaches has a huge influence on the teaching and learning of the subject that is taught. Content knowledge for the teacher is not just a collection of facts about the subject but is the deeper understanding of core concepts involved in the subject that the teacher is teaching (Bertram, 2011). Teachers with content knowledge easily impart information to learners (Spaull, 2013). “Teachers with deep understanding of the subjects they are teaching are

more likely to be able to integrate learners' interest with the activities they are teaching" (Allender & Allender, 2006, p. 71). Teachers with content knowledge are enthusiastic to teach and produce quality teaching easily because they have passion for the subject they are teaching (Bertram, 2011; Spaul, 2013 & Adedeji & Olaniyani, 2011). Lack of teacher content knowledge leads to poor teaching styles and values (Mji & Makgato, 2006).

Most schools in rural areas are understaffed resulting in teachers having to teach many grades and teaching the subjects that they are not qualified to teach. Those teachers who teach subjects that are not under their specialisation are most likely not to have adequate understanding of the subject they are told to teach (Gardiner, 2008). This results in the compromising of teaching and learning. In some schools English teachers are also given History to teach; the assumption being that History is easy and a language teacher can teach it since it only requires that the teacher understand "what happened" and tell it to the class (Barton & Levstik, 2004). Tylor (2008) makes the argument that teachers cannot teach what they have no knowledge of. Gardiner (2008) stated that learners attending rural schools are underperforming compared to learners attending urban schools which is the result of compromised teaching and learning (Spaul, 2013).

The Department of Basic Education is encouraging the rural schoolteachers to study further and there is also a provision of necessary bursaries (DBE, 2011). In addition, DBE have provided professional development for rural schoolteachers for the betterment of the level of teaching and learning in rural schools (DBE, 2011). Ultimately, professional development of teachers aims to improve teaching and learning and enhance teachers' content knowledge (Bertram, 2011).

2.7.1.3 School environment

Effective teaching and learning is achieved mostly when classes are not large and have one grade in each classroom (Bayat et al., 2014). Research conducted by the DBE in 2009 shows that there are about 6 619 mono graded classes in South African rural schools, yet teachers are expected to teach and produce high quality teaching and learning under such circumstances (DBE, 2010). It is hard for learners to concentrate and they get distracted easily in overcrowded classes (Makoelle & Malindi, 2014). Many teachers are ill-equipped to teach under circumstances such as multi-graded or overcrowded classrooms because at teaching institutions they are not taught how to teach in such classrooms, hence when they get to the field they are surprised and unprepared (Surty, 2011).

& Hardman, Stoff, Aung & Elliott, 2014). Literature indicates that teaching and learning in rural schools is negatively impacted by the fact that some classrooms have mono grades and are crowded yet teachers are not trained to teach in such classrooms.

Rural schools are not in possession of adequate resources to carry out teaching and learning. Libraries, science laboratories, sufficient textbooks and computers are not found in rural schools leading to teaching and learning to be carried out with insufficient means (Oliver, 2006). Hence the barrier to quality education as Bhorat and Oosthuizen (2006, p.157) note that “quality of teaching and learning in rural areas is questionable”(Bhorat & Oosthuizen, 2006, p. 157). Rainy and windy days are disastrous in most rural schools as schools’ infrastructure is not in a good state leading to uncertainty of the safety of learners and teachers (Lyons, 2001; Earthman, 2002; Bullock, 2007). Some rural school buildings have potholes in the classroom floor, broken roofs, broken doors, broken windows and cracking walls (Vandiver, 2011). Poor conditions of school buildings in rural schools attracts criminals to break into the schools and steal some of the useful materials that are crucial for the teaching and learning to continue (Bullock, 2007). All this results in absenteeism of both teachers and learners (Vandiver, 2011).

2.7.1.4 Absenteeism

Africa has the highest rate of learner absenteeism internationally. The gap that is caused by learner absence is not easy to close as each day new things are learnt thus the absent learner misses out on important lessons from several subjects (Spaull, 2012). Learners who absent themselves from school are likely to underperform and fail at the end of the term because the teacher cannot go back to teach what they taught in class while the learner was absent as teachers have a year plan by which they need to abide (Safiyya, Mariam, Macun & Berry, 2008). Safiyya et al. (2008) note that in rural areas, schools tend to be very far which fuels absenteeism, in addition to factors such as punishment for late-coming, not having pocket money to buy food during lunch break, poor community infrastructure such as proper roads and bridges for learners to get to schools even on rainy days, bullying, parents’ negligence and irresponsibility, sicknesses, absence of parents or guardians resulting in learners having heavy responsibilities, teacher’s absenteeism, teachers’ bad attitude towards learners and long distances to get to schools even in cold and rainy weather.

Research indicates that not only do learners absent themselves from school; teachers also absent themselves in many schools (Sezgin et al., 2014). Learners are frequently left alone when the teacher has taken sick leave or is absent from the school which also results in learners' absenteeism (Bertram, 2011). Teacher absence results in the disruption of school discipline and distraction of the teaching and learning process (Sezgin, Kosar, Kilinc& Ogdem, 2014). Furthermore, Sezgin et al. (2014) state that teachers' absence in schools results in poor quality education. When teachers are absent, they fall behind the year plan and begin to skip some activities (Prinsloo & Reddy, 2012). Teacher absence impacts negatively on the schools' reputation in the community and with other neighbouring schools (Prinsloo & Reddy, 2012).

There are various reasons that lead to teacher absenteeism which include: family responsibility leave, study leave, meetings and workshops, school tournaments, and educational tours (Teixeira, 2014). Departmental workshops are carried out in the afternoon, yet for teachers teaching in rural schools it is difficult to leave for a workshop in the afternoon because towns are far and transportation is sometimes an issue hence the teacher is forced to be absent from school all day (Block, Seder & Kekahio, 2014).

2.7.1.5 Language and teaching and learning in rural areas

In most schools English remain the language of instruction although South Africa has eleven official languages. According to the DBE policy, "English should be taught as a learning area in schools from grade 1 to grade 3 to all learners who will be using English as a language of teaching and learning" (DBE, 2011, p.110). The DBE has provided English First Additional Language textbooks and workbooks as it was perceived that learners in grade 4 encounter difficulties because the language of teaching changes to English (William, 2015). Even grade 8-12 learners have challenges in learning in English and the teachers are tempted to codeswitch to explain further what is taught in class (Surty, 2011). Language problems can result in unproductive teaching and learning as learners may not understand what is taught and when assessment and at examination times, learners tend to answer wrongly not because they do not know the answer but because they do not understand what is being asked as the question is not written in their mother tongue (Heugh, 2005).

2.7.1.6 School leadership and teaching and learning in rural areas

Often principals in rural areas are not fully equipped to run the schools (Mzobe, 2015). A poorly managed school is bound to be dysfunctional which also has a barrier in the teaching and learning in the school (Spaull, 2013). Bayat et al. (2014) point out that some parents from the working class population tend to take their children from the dysfunctional school leading to lower enrolment, thus decreasing the funds for the schools. Crow (2010) states that there is no great school without a great principal, therefore the leadership of the principal is an essential mechanism for the schools' teaching and learning improvement. High quality Principals build strong bonds with the staff, community, district officials and learners for effective teaching and learning (Mzobe, 2015).

However, the school is not only run by the principal as there are other associates such as the School Governing Body (SGB) that also assists in running the school and making decisions pertaining to the school. The challenge with the SGB in rural schools is that they are members of the community and usually have poor or no education, hence they cannot properly read and write (Msila, 2014). Resultantly, the SGBs in rural areas do not have much input in improvement the quality of education received by learners (Msila, 2014). Mzobe (2015) points out that rural SGBs are faced with uncertainty about what should be done to elevate the school and end up just agreeing with the principal because they assume that the principal is always bound to make informed suggestions and decisions. This then leads to the school being run by one man and the SGB becomes absent while present which negatively affects teaching and learning.

2.7.2 Issues around the teaching and learning that are external to the school

2.7.2.1 Socio-economic factors and teaching and learning in rural areas

The location of most schools is in rural areas whereby the socio-economic status is low (Bayat et al., 2014). Schools that are based in rural areas and of low socio-economic status due to poverty are dysfunctional, and dysfunctionality of the school impact negatively the teaching and learning standard produced in a school (Spaull, 2013). "These schools have inadequate resources such as computers, libraries, laboratories and sufficient textbooks that are necessary for productive teaching and learning" (Bayat et al, 2014, p. 47). Often rural schools have challenges

such as shortage of teachers because the community is unable to assist the school hire more teachers due to unstable socio-economic status which results in compromised teaching and learning (Spaull, 2012).

Families in rural areas are poverty stricken, and cannot buy enough school stationery for their children and full uniform which negatively affects the learners' self-esteem as learners like to feel equal to their peers (Gardiner, 2008). Some schools have intervened by providing uniforms to learners however the interventions have not been enough (Hills & Taylors, 2004). The South African government also provides rural schools with stationery necessary throughout the course of the year, but teachers tend to ask learners to buy extra books for mathematics, life sciences and physics (Spaull, 2013; Bayat et al., 2014). Learners tend to skip classes if they do not have the stationery because they fear punishment from teachers. Therefore, the quality of teaching and learning received in a school is influenced by the socio-economic status.

2.7.2.2 Transportation and infrastructure and teaching and learning in rural schools

Rural areas consist of large communities that have only one school that is very far leading to most learners requiring transportation (Modisaotsile, 2012). In most rural areas transport is an issue as some communities in rural areas do not have adequate or reliable transport for learners. This make the process of getting to school a challenge (Mzobe, 2015). In most cases, parents cannot afford to hire cars to transport their children to school causing children to take longer routes to school everyday (Surty, 2011). Bayat et al. (2014) note on the days that the weather is unfavourable learners find it hard to get to school because of the distance they have to walk thus they end up not going to school missing out on important lessons. Those learners who can withstand the unfavourable weather and go to school may get to school with a wet uniform and sometimes with their stationery damaged. Hills and Taylors (2004) note that learners cannot concentrate when they are wet and cold which sometimes forces the school to release the learners too early.

Poor infrastructural facilities in rural areas make it difficult for learners to get to school, for instance on rainy days learners may be unable cross flooded bridges for them to get to school

(Galindo & Sheldon, 2012). Rural areas have roads that are made of gravel, and on rainy days those roads become too muddy for transportation of learners and those who walk to school also struggle (Galindo & Sheldon, 2012; Spaul, 2012; Spaul, 2013; Bayat et al., 2014 & Williams, 2015).

2.7.2.3 Parents and family involvement and teaching and learning in rural areas

Parents and family play a huge role in the education of their children; hence it is essential that the school involve the parents in the learners' education (Othman & Leng, 2011). Hills and Taylor (2004) point out that collaboration between the school and the community can be fostered through parent's involvement by the school in the teaching and learning of their children for the improvement of the level of education received by learners. It is significant for learners to get support and guidance from their parents and family.

Households in rural areas tend to consist of large extended families living under one roof, and sometimes children and parents sleep in one room altogether (Bayat et al., 2014). It becomes a challenge for learners to do their assignments and homework in crowded places (Mzobe, 2015). Rural learners have parents who are mostly illiterate, thus the parents are not active participants in their children's education (Mzobe, 2015). Another reason for parents not to be actively involved in their children's education is that they work very far from home and return late or even come home only during holidays when the schools are closed for short breaks (Msila, 2014). Many learners attending rural schools live with their grandparents for various reasons such as deceased parents or parents working in towns (Modisaotsile, 2012). If the grandparents are not literate, as is the case with most in rural South Africa, they cannot assist learners with their assignments resulting in learners having to learn and get taught only when they are at school or by their peers (Ngcobo, 2012). This also has a barrier on the teaching and learning. Bayat et al. (2014) note that some learners are the subjects of sexual abuse and domestic violence at home which also has a barrier on the teaching and learning.

The government has established feeding schemes in rural schools so that the learners who have no food at home can at least have food at school to improve concentration (Spaul, 2012). Mzobe (2015) notes that most families in rural areas survive on less than a hundred Rands per day and

some go to bed without food. Some learners end up coming to school so that they can at least have one meal per day that is provided through feeding schemes and teaching and learning is compromised under such circumstances (Bayat et al., 2014).

Conclusion

The focus of my literature review was on the issues around the teaching and learning of History in rural areas. The literature that I have engaged with indicates that the school and the community impact greatly on the teaching and learning. Factors such as poverty, poor school management, overcrowding, infrastructure, family and location of the school affects the teaching and learning in rural areas. This motivates research on teaching and learning of subjects such as History, which are experienced by both teachers and learners in South African rural schools.

CHAPTER 3

THEORETICAL FRAMEWORK

3.1 Introduction

Humanities and social sciences qualitative researchers depend on theories largely to shape their exploration of various phenomena and shed light on their findings. “A theory is a set of concepts and principles that aim to project and explain the phenomenon” (Llewelyn, 2004, p.152). Furthermore, Glaser and Strauss (2017) assert that theory in qualitative research provides the composite and conceptual understanding of a phenomenon that cannot be narrowed down such as understanding the complexities of a society, and how and why they communicate in a particular way. Therefore, theory in qualitative research also provides a lens through which different occurrences are observed and guidance for proper generation and interpretation of data. Theory for this study will shed more light on the context and teachers and learners’ experiences of teaching and learning. Hence this chapter discusses and explains the theories of teaching and learning that informed this study.

While there are many teaching and learning theories, this study is informed by personal theories of teaching and learning as propounded primarily by Fox (1983). Fox (1983) and Chan (2001) affirm that every individual, knowingly or unknowingly, holds and champions a certain theory about teaching and learning. Fox (1983) came up with four personal teaching and learning theories which are: transfer theory, shaping theory, travelling theory and growing theory. It is noteworthy that some of the theorisation is adopted from other scholars, such as how transfer theory is fathered by Edward Thorndike, an educational psychologist. The four theories are categorised into simple theories and developing theories, and these relate to the teacher-centred and learner-centred approaches accordingly. Firstly, simple theories will be discussed in this chapter under the two sub-sections on transfer theory and shaping theory, after which developing theories which are divided into travelling theory and growing theory are also discussed. The difference between developing and simple theories will then be discussed. Lastly, the justification for the preference of developing theories to inform the exploration of teachers and learners’ experiences of the teaching and learning of History in a context of rurality is given.

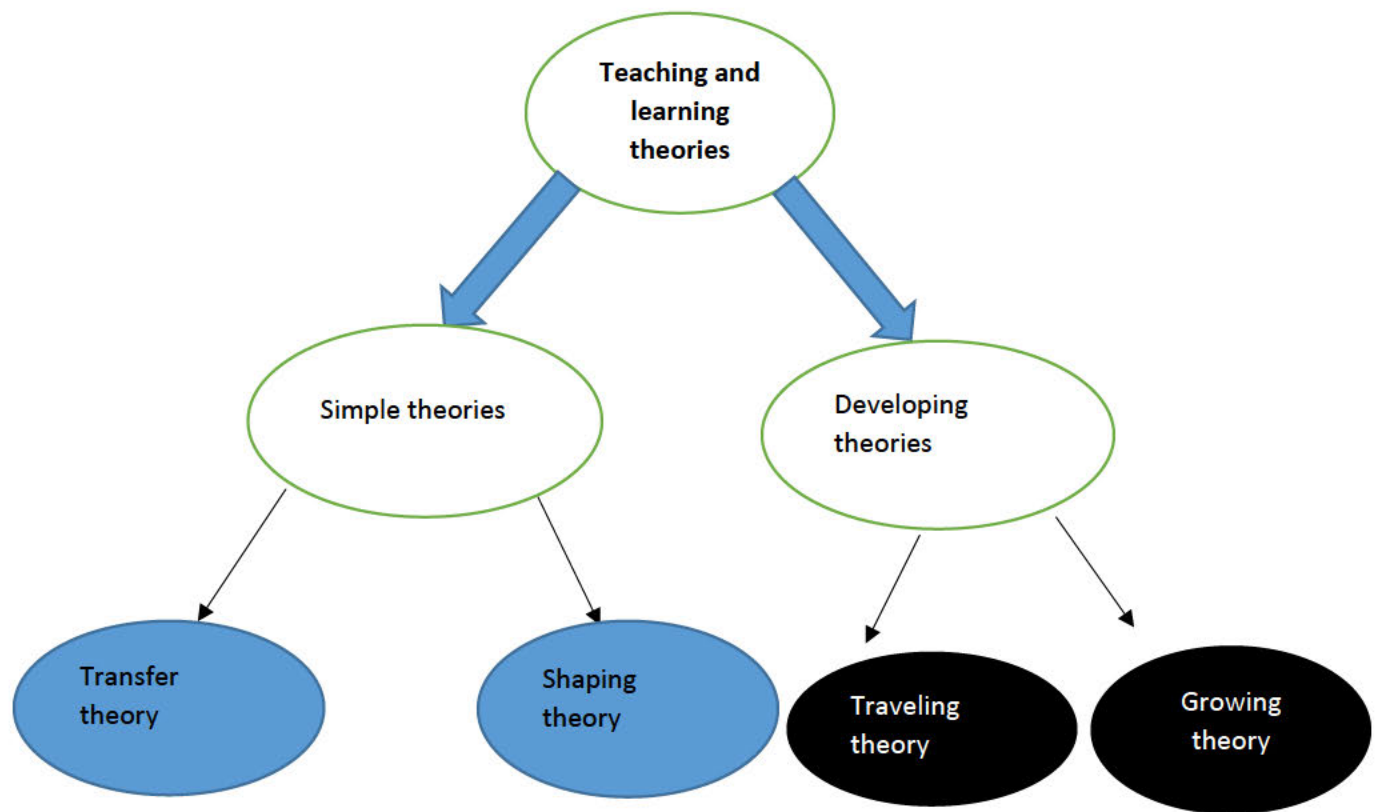


Figure 3.1. *Dennis Fox's teaching and learning personal theories*

3.2. Simple theories

Figure 3.1 illustrates the four personal theories of teaching and learning by Fox (1983). Transfer and shaping theories are referred to as simple theories and hold a belief that teaching is a process of depositing knowledge and conveying information to learners (Fox, 1983). Teachers whose teaching is informed by these theories view learners as containers that are empty that need to be filled with information through the process of teaching and learning. This means that the teacher is in full control and is the driving force in the teaching and learning process. Fox (1983) maintains that simple theories suggest that teaching and learning is perceived as simple, and it is a matter of teachers deciding how and what should be taught and learnt. These theories of teaching and

learning outline the connection between teaching and learning in a simple way, which is why Fox (1983) categorized them as simple theories.

From the simple theories' perspective, teachers hold the assumption that teaching results in learners learning automatically. Learners who struggle to grasp content deposited in class by teachers are then perceived as lazy, lacking necessary skill for learning and unmotivated (Fox, 1983). Two examples to support this assertion are given: firstly, if the topic has been taught in class then learners must know it and be able to engage with the assessments based on it (transfer theory), and secondly, if the object has been drilled then it must have a whole which its shape will then change (shaping theory). Fox (1983) contends that newly appointed teachers and inexperienced teachers often adopt simple theories of teaching and learning as they view these theories as the easiest to adopt and work with. Transfer and shaping theories are also regarded as of great assistance in following the syllabus and its outcomes as per education policy.

3.2.1 Transfer theory of teaching and learning

Transfer theory is an example of what Fox (1983) considers as simple theories underpinning teaching and learning as shown in Figure 3.1. It must be noted that transfer theory originates from and is prominent in the field of educational psychology. Thorndike (1901) and Royer (1979) have written profusely on this theory in educational psychology. Transfer theory maintains that knowledge is a valuable product that should be transferred from one person to another through the act of teaching (Fox, 1983). Teaching is perceived as bestowing of knowledge to learners by the teachers who adopt this theory. Transfer theory focuses on the attention of a teacher to knowledge before it is transferred to learners and then on the act of transfer, which results in a teacher failing to observe what happens to knowledge after its transferred to learners (Chan, 2001).

Transfer theory in the context of teaching and learning is based on transmission of knowledge, with the teacher being the transmitter of content (Fox, 1983). There is a link between transfer theory by Fox (1983) and the banking method as conceptualized by Paulo Freire (1968). In *Pedagogy of the Oppressed*, Freire (1968) affirms that teachers expect learners to simply store the content conveyed to them by teachers. The assumption is that learners do not know (Freire, 1968). The attitude that mirrors the banking theory of education and transfer theory is that: "A teacher

teaches, learners are taught; A teachers knows everything, learners know nothing; A teacher talks, learners listens; A teacher enforces his/ her choices, learners comply and teachers choose the content and learners adapt to it” (Alam, 2013,p. 130). This clearly suggests that learners are the recipients of knowledge transmitted by teachers. Teaching and learning is thus perceived as a one way process with learners at the receiving end.

The focal point of teachers whose understanding of teaching and learning is informed by transfer theory is on “what” and “how” (Chan, 2001). In the context of the teaching and learning of History the focus is mainly on “what happened” and “how it happened” with learners having to recall the past events and the dates on which they occurred. In support of this view, Ravitch (1989) asserts that knowing facts about historical events – knowing “what happened” and “how it happened” is basic information that is necessary for learners to know in order to understand new content in History. Furthermore Ravitch (1989) contends that collecting facts about the past events is significant for historical content knowledge which determines how historically literate one is. It therefore becomes the job of the History teacher to deposit content knowledge to the learners in order to make them historically literate.

Teachers whose teaching derives from transfer theory adopt the teacher-centred approach. As discussed in the previous chapter, this approach necessitates that the teacher is the one depositing the information onto learners during the process of teaching and learning (O’Neill & McMahon, 2005). Teachers who adopt this approach of teaching are a driving force during course of teaching and learning. The methodology of teaching and learning often adopted by teachers who are for transfer theory is teacher talk strategy (Chan, 2001). Beaten, Kydnt, Struyven and Dochy (2010) stress that learners’ role in class is to listen to the teachers’ instruction. Attention paid to what happens to the information disseminated to the vessels (learners) is almost non-existent. The assumption is that if the learners have been taught then they have learnt. Scholars such as Smith (2016) support this assertion by emphasising that for learning to happen, teaching is required. This then suggests that according to transfer theory, teaching and learning occur simultaneously.

3.2.2 Shaping theory of teaching and learning

The widely adopted shaping theory holds a perception that learners' brains are a material that is raw, and needs to be moulded and shaped (Fox, 1983). As illustrated in *Figure 3.1* shaping theory forms part of the simple theories by Fox (1983). Teachers who hold this perception tend to make use of teaching strategies that will shape learners' understanding of the content (Chan, 2001). Demonstration, showing methods and facilitation are popular teaching strategies used by teachers whose teaching is motivated by shaping theory (Chan, 2001).

Shaping theory is also popular in the psychology discipline. Theorists such as John Broadus Watson, popular for fathering Behaviourism that is dominant in psychology, support shaping theory's focus on metacognition. Shaping theory recognises that learners can think for themselves; and for the teacher, it is a matter of shaping and facilitating learners' thinking (Fox, 1983). Teachers who adopt this theory are aware of learners' thinking and learning, meaning that they acknowledge that learners are learners and thinkers too (Fox, 1983; Chan, 2001). Therefore, the teachers tend to provide their learners with opportunities to make their own connections. In the context of History, a History teacher presents learners with an opportunity to make connections of the past and present independently while guiding them in the process to shape their connection of historical events and the present. The relationship between what is taught, and learners' experiences allows for the connection.

Shaping theory of teaching and learning also involves the teacher presenting learners with case studies and problems that require solving and engagement (Fox, 1983). In the process of solving problems, engaging with case studies, the learners get the chance to apply the content they were taught in class independently. Although the teacher is also a driving force, what makes shaping theory different from transfer theory is that learners can integrate their experiences and are not assumed to be completely empty vessels.

3.2.3 Summing up simple theories

The discussion above shows how simple theories can be adopted by History teachers in their practice. Both transfer and shaping theories can be linked to the learner-centered approach that was discussed in Chapter 2 because they insist on how a teacher is a reservoir of knowledge and, therefore, should oversee the knowledge imparted to learners, and how knowledge is transmitted

to learners shape them. However, the former is more learner-centred than the latter. In rural South African schools, simple theories are likely to be adopted by teachers due to the classroom congestion indicated in Chapter 2. However, of the two, shaping theory might be harder to implement because the teacher has to use the facilitation method in congested classrooms, as Surty, 2011 and Hardman, Stoff, Aung and Elliott (2014) assert that teachers are not well equipped to teach in congested classes and it becomes difficult to reach every learner in class. Reaching every learner and giving them case studies and tasks that will enhance and shape their thinking is difficult in a congested context where there are inadequate resources. Transfer theory is more likely to be applied when teaching in rural South African schools whereby learners come from homes that may not have televisions, smart phones and internet facilities as highlighted by Vandiver (2012) that some learners in rural schools do not have access to teaching and learning support material. Teachers are also likely to assume that these learners know nothing because of their little or no exposure to educational resources outside school.

3.3 Developing theories

Further personal theories of teaching and learning are growing theory and travelling theory. Fox (1983) categorised these theories into developing theories as shown in *figure 3.1*, because teachers whose teaching is centred on the theories hold an understanding that, teachers and learners are partners as both contribute to successful teaching and learning. This is to say that although teachers and learners may not be equal in terms of the roles that they play in the teaching and learning process, both play significant roles. Teachers who use developing theories always open the door for learner contribution because they are aware that learners can bring to class new and different perspectives (Fox, 1983). Hereunder is the discussion of the two developing theories.

3.3.1 Travelling theory

Travelling theory entails an understanding that teaching and learning is not static; rather it is a journey whereby teachers take the responsibility for guiding and leading the learners (Fox, 1983). It is Fox's (1983) understanding that the subjects taught in schools are a representation of many challenging, yet interesting areas that need to be investigated to reach some truths and new

discoveries. Some subjects are like pieces of a puzzle needing to be put together for better understanding – the more the puzzle pieces are put together the better the understanding of what is taught (Fox, 1983). Mathematics, mathematical literacy, physical sciences, computer literacy and language, consumer studies and life orientation are examples of subjects with puzzle pieces for instance in mathematics and mathematical literacy learners are given a sum that needs solving with the clues and tools to solve that sum (Pontryagin, 2018). Other subjects such as business studies, economics, arts and culture, drama and performance studies, travel and tourism and History are also like pieces of puzzles needing to be put together, but the difference is that the pieces need to be discovered as they are not necessarily obvious (Fox, 1983). These subjects fall under one group because they are theory based and constitute multi-perspectivity and different interpretations. In these kinds of subjects (subjects with puzzle pieces to search for), “The teacher has the responsibility of guiding and leading the learners during the journey of finding the missing pieces of the puzzle” (Fox, 1983, p. 152). The teacher is considered to have already experienced the journey of finding the missing pieces and knows where to find them to complete the puzzle, hence he/she travels with the learners to those missing pieces with confidence. Therefore, this theory maintains that the teacher ushers learners to the correct routes. However, in this journey, some new discoveries will be encountered. In this way, teaching and learning is perceived as a two-way process as the teacher also learns from learners while they discover new pieces that even the teacher did not think of as missing pieces (Fox, 1983).

Teachers whose understanding of teaching is informed by this theory hold rich content knowledge of the subjects they teach (Fox, 1983). As noted in Chapter 2, teacher content knowledge has a huge effect on learners’ understanding of the subject since what a teacher knows is mostly what learners will know (Mji & Makgato, 2006; Spaul, 2013). This relates to the journey metaphor, where the teacher leads the way into finding the missing pieces of the puzzle. A teacher can only lead the learners in search of missing puzzle pieces to the correct route if the teacher is in possession of content knowledge. Spaul (2013) attests to this by stating that teacher content knowledge plays a huge role in moving the learners from what they know to what they do not know.

Teachers who teach through travelling theory tend to integrate new teaching and learning approaches as well as new strategies (Jones, 1998; 2017). Drawing from this assertion, it is

noteworthy that travelling theory integrates both the learner-centred approach and teacher-centred approach. Teachers teaching through travelling theory do not necessarily neglect either the teacher or learner-centred approach; rather they use some of both depending on the nature of the lesson. The teacher-centred approach necessitates that the teacher uses the teacher talk method of teaching, while learners listen and take down notes during the lesson (Cornelius-White, 2002). This relates to the journey metaphor by Fox (1983) where the teacher becomes the driving force deciding on the routes that ought to be taken in search of the missing puzzle pieces.

The learner-centred approach advocates for learners and teachers to be partners during the process of teaching and learning. However, teachers still must guide and facilitate the process (Cornelius-White, 2002). The link between the journey metaphor (Fox, 1983) and the learner-centred approach is that when a teacher is taking learners on a journey of finding the missing pieces of the puzzle he/she guides the learners and facilitates the process of finding the pieces and putting them together. The teacher acknowledges that learners may discover new pieces that fit the puzzle that the teacher did not think of and had not discovered before. This then speaks to what the learner-centred approach advocates – teachers and learners as partners that learn from each other. The motivation of such teachers is about assisting learners to grasp as much information with understanding as they possibly can (Fox, 1983). Teachers recognise that teaching and learning is not uniform, hence they are open to adopting new approaches and strategies in order to help the learners gain knowledge in a fruitful manner (Fox, 1983). In the teaching and learning of History, it is vital that the teacher introduces and integrates teaching strategies that will result in the enhancement of learners' critical thinking skills which is necessary to study the multi-perspectives in History.

3.3.2 Growing theory

To explain this theory Fox (1983) makes an analogy of a garden and a gardener. In this analogy a gardener prunes and cultivates what is in the garden and grows new plants. In the case of teaching and learning, learners are considered the gardens while the teacher is a gardener that removes what is not needed and grows and develops the knowledge of the learners, moving learners from what they know to what they do not know. This theory maintains that learners are not empty vessels (Chan, 2001). The analogy of the garden and the gardener shows that plants can grow in the

absence of the gardener, but it is the role of the gardener that makes them grow in a certain way to reach their maximum potential. This then suggests that this theory is learner-centred since the gardener does not always need to interfere.

The growing theory emphasises that learners be actively involved in the processes of teaching and learning. Teachers who apply this theory acknowledge that learners have valuable knowledge that can contribute to effective teaching and learning (Chan, 2001). With growing theory, the focus of the teacher is to grow what learners know, and prior knowledge and learners' opinions are taken seriously. The teaching builds up from what the learners bring to class discussion when the teacher begins to usher learners into deeper understanding, removing misconceptions and that which is irrelevant (Chan, 2001). This implies that learners are actively involved during lessons rather than passive teaching and learning.

3.3.3 Summing up developing theories

Engaging with developing theories shows that these theories relate to both teacher-centred and learner-centred approaches. These theories recognise that for effective teaching and learning, both the teachers and learners should work together. Teaching is perceived as a journey that needs to be travelled through, and for the exploration of this journey to be a success both teachers and learners have significant roles to play. The growing theory acknowledges that learners have some knowledge, and therefore teachers take the learners from what they know to what they do not know. Both the travelling theory and growing theory gives learners a platform to actively interact with teachers during teaching and learning. These theories can be successfully adopted in the teaching and learning of History however the practical application of these theories may differ in context. In a rural South African context, a teacher may adopt these theories, but may encounter both successes and challenges in applying them. Taking learners through the journey of finding the missing pieces of the puzzle maybe be a challenge for learners in rural schools considering the limited access to teaching and learning support material. An alternative would be taking the learners on an excursion literally to discover the missing pieces of the puzzle, where not only will they find the pieces, but they would also have their contextualisation improved. The growing theory can also be adopted in the South African school context successfully. However, it must be noted that a teacher may also encounter challenges. Learners can be moved from what they know

to what they do not know even those attending rural schools – through oral History learners gain prior knowledge. It is for this reason that both growing theory and traveling theory can be adopted and successfully applied in South African school contexts.

3.4 Fox's (1983) personal theories and context

It is of great essence to emphasise that the personal theories of teaching and learning that have been discussed above were developed based on research in contexts that are different from this study. The first difference is that the personal theories were developed based on research in Higher Education (Fox, 1983). This means that their application was not developed in a context of the school system, which in South Africa, would be termed Basic Education. It must be noted that teaching and learning in the schools differs from that in higher education. Kennedy and Deshler (2010) used Fox's (1983) personal theories of teaching and learning as a yardstick for the improvement of literacy instruction for learners with learning disabilities in higher education. This suggests that the practical applicability and the relevance of these four theories cannot be generalised, which is why Kane, Sandretto and Heath (2002) critique the relevance of Fox's (1989) theories. While in higher education, the assessments given to students are mostly research-based, which is not the case in most schools, particularly in rural South Africa. Many schools use tests, quizzes and examinations as strategies to assess the progress of learners (Sayed & Ahmed, 2011).

Nevertheless, the relevance of the theories can be seen through the studies that have applied it. For instance, Burnard (2004) made use of Fox (1983) to comprehend teachers' and learners' perceptions on what defines learning. This indicates that these theories have been applied in recent studies and in different contexts and are worth using for research on teaching and learning of History in rural South African schools.

The second contextual difference is that while this research was conducted in South Africa, which is on the African continent, the personal theories were developed in London, England, outside the African continent. It is noteworthy that the South African school context and that of England is very different. South Africa has about 11 252 rural schools which are mostly found in KwaZulu-Natal, Eastern Cape and Limpopo provinces. 5 153 of the rural schools are multi-graded (Statistics South Africa, 2017). In England there are about 4 673 rural schools of which 17.5% are multi-

graded (UK Statistics Education, 2018). This speaks volume about the development between South Africa and England showing that the rural context in England is not the same as the one in South Africa. The application of the personal theories of teaching and learning by Fox (1983) cannot be generalised since context differs. Most schools in South Africa are government schools while some are private schools (Modisaotsile, 2011). A large percentage of the government schools rely solely on the government for the provision of teaching and learning support material and the learners who attend these schools do not pay school fees (Modisaotsile, 2011). In England, out of the 24 281 schools of which 4 673 are rural schools, 2 297 are independent schools (UK Statistic Education, 2018). The statistics show that several schools in England are independent therefore do not rely on the government for support.

The third difference is that Fox's research was done in the urban areas, while this study was in rural areas. As shown in Chapter 2, most of the schools that are located in the rural areas of South Africa are in contexts where it is difficult for teachers and learners to access libraries and other research facilities, including the internet. For most rural communities, there are only two schools one of which is primary while the other is a high school (Modisaotsile, 2011). Most learners walk long distances to get to the only school available. Both learners and parents rely on the school to provide the teaching and learning support material. Only a few parents can afford to buy basic teaching and learning resources. On the other hand, schools that are located in urban areas are mostly private schools where learners pay a huge amount of school fees to keep the school running (Ramnarain, 2014). The schools in urban areas have teaching and learning support materials necessary for effective teaching and learning. (Gadinner, 2008) contends that both teachers and learners have access to the internet and other research facilities. In urban areas there are several schools within one community which means that learners do not have to walk for long distances. Some of the urban schools are boarding schools where learners do not have to travel from home to school and vice versa if they live far from the school. Rather they travel home during holidays which gives the learners enough time to study with unlimited access to teaching and learning support materials. Learners who attend urban schools can afford the teaching and learning resources as most of them come from families who fall in the middle or high class.

If one considers the above three contextual differences, it can be concluded that this study aimed to contribute to knowledge in terms of the applicability of personal theories of teaching and

learning of History in a South African rural context. In such a context, simple theories may work in the sense that the transfer theory necessitates that a teacher be the driving force of teaching and learning, having to transmit the content to learners while learners sit and listen taking down notes. A teacher will have to teach the “what” and “how” which in the context of History teaching and learning, what will cover what “happened” in the past and the how will cover the “how it happened”. Resulting from the inadequacy of teaching and learning support material which is essential for building good contextualisation of historical knowledge for learners in most rural schools, the teacher becomes the only one with the knowledge. This will mean that the teacher becomes the resource to the teaching and learning of History. The transfer theory is likely to inform the teaching and learning in rural areas if the teacher works with the assumption that learners know nothing. The assumption may be based on the fact noted in Chapter 2 that most rural learners come from households with no electricity, television and internet and only rely on their own imagination. The problem is that learners’ imagination may not speak to what is taught in class.

The shaping theory may be adoptable in the teaching and learning of History in that this theory acknowledges that learners are not empty vessels. Although some of the classes are congested in rural schools the shaping theory can still work as the teacher will have to ask questions to check for prior knowledge relating to the historical topic that will be covered in class and then shape what the learners know. In a History class a teacher can successfully give learners an opportunity to make connection of the past events by making use of oral History to make those connections. A learner may have not been taught a certain historical topic, however it does not mean that the learner knows nothing about it. To check prior knowledge that learners gain through oral History, a teacher will have to apply this theory during History lessons.

Developing theories may work in the teaching and learning of History in a rural school that is well resourced. In a school that is under-resourced it may be challenging to adopt developing theories in that the travelling theory proposes that the teacher needs to take the learners through the journey of putting puzzle pieces together. The teaching and learning of History necessitates that learners make a connection between events, find evidence and evaluate it. This is what the theory refers to as putting the puzzle pieces together. This theory can be applied in rural schools during the teaching and learning of History, however some pieces of the puzzle may be hard to put together

not because the learners do not know, but because they are not accessible to the learners. The learners will then have to work with what they have, the available pieces of the puzzle which might not be enough to complete the puzzle. A teacher may have to literally take the learners on a journey to find the puzzle pieces through excursions if the learners and the school can afford it. The travelling theory notes that teachers who apply travelling theory are aware that learners may discover things that teachers may have never discovered (China, 2001). Again, through prior knowledge that learners gain through oral History they may be able to connect events and come up with new historical discoveries which shows that travelling theory can work in rural schools.

Growing theory may work in rural schools in the teaching and learning of History considering that the teachers who apply this theory do not overlook the fact that learners have some knowledge. During a History lesson in a rural school, whether resourced or under-resourced, the teacher may check what learners know before trying to deposit knowledge onto learners with the assumption that they know nothing. Responses from learners can be worthwhile because learners have parents or family members who know some History. Learners in rural schools may have opinions about a historical topic where they can share what they think the topic is about or what certain concepts mean. Although their conceptions may be through rural lenses they should count for something which is where the teacher will intervene, shaping the thinking removing incorrect conceptions and nurturing the little that learners know to deeper understanding.

Conclusion

This chapter was a discussion of the four theories propounded by Dennis Fox (1983) that inform teaching and learning. The combination of these theories forms the theoretical framework for this study. All four theories suggest that how a teacher understands and conducts teaching and learning is informed by either the simple theories or developing theories. The relevance of the four theories in the context of rurality have been discussed in this chapter. The personal theories of teaching and learning may have been developed in a context that is different from the context of this study, however these theories can also work in the context of basic education. They also work in a context of rurality although they were developed in a context of Higher Education for the teaching and learning of science in urban areas.

CHAPTER 4

Research design and methodology

4.1 Introduction

The previous chapter was a discussion and explanation of the theoretical framework for this study. This chapter then serves to discuss the methodological procedures that I employed in this study to generate and analyse data. In order to do so, this chapter covers the following: the research paradigm, the research approach, the research design, the research methodology, sampling methods, data generation methods, data analysis methods, ethical issues, trustworthiness issues and the limitations of this study.

4.2 Research paradigm

This study is located within the interpretivist paradigm. “A research paradigm is a set of philosophical assumptions and beliefs as to how the world is perceived” (Creswell, 2013, p.163). This means that different people, such as the participants in this study, have different beliefs and assumptions about the world around them. Tracy (2012) argues that reality and knowledge in the interpretivist paradigm are created as well as produced through practice, interaction and communication. This is to say that the existence of knowledge is conditional to the communication and interaction of the people. Therefore, engaging with teachers and learners enabled me to discover their perspectives and experiences on the teaching and learning of History in a rural context. Creswell (2013) adds that the interpretivist paradigm mainly concerns seeking to understand humans’ understandings of situations. In the case of this study, the human situations that are understood are teachers and learners’ perspectives and experiences of the teaching and learning of History in a context of rurality.

Researchers ought to know that people come from different backgrounds, hence their interpretation as well as how they view the world is different (Cohen, Manion & Morrison, 2018). In accordance with this assertion, in this study the teachers and learners have unique backgrounds and experiences, particularly informed by the context of rurality within which they engage. Through the communication with the History teachers and learners, knowledge was obtained about the issues around the teaching and learning of History in a rural context, bearing in mind Tracy's (2012) assertion that knowledge exists by means of communication. The interpretivist paradigm further maintains that knowledge of the world lies in our understanding and interpretation, meaning that there is no single truth (Bruman, 2008; Ormston, 2014). This is to say that knowledge is subjective not only for the participants, but also for the researcher. In this study there is no assumption that there is one truth when it comes to teaching and learning of History in rural areas. Therefore, it is of paramount importance to understand the teaching and learning of History in a context of rurality drawing from the varying perceptions of History teachers and learners.

4.3 Research approach

This study adopted the qualitative approach which works well with the interpretivist paradigm as they both maintain that there is no single truth and people have different understandings and interpretations of the world (Creswell, 2013; Ormston, 2014). The qualitative approach also holds the belief that different individuals hold multiple perspectives, which means that there is no single truth (Leedy & Ormrod, 2005; 2010). It is in this regard that I chose to adopt the qualitative approach for this study, thus drawing the multiple perspectives from teachers and learners' perspectives about the teaching and learning of History in a rural context.

The qualitative approach focuses on questions asked and has limited structure (Denzin & Lincoln, 2011). This study was guided by a set of connected research questions to guide the exploration of the teaching and learning of History in a context of rurality. The qualitative approach deals with qualitative data which is descriptive in nature and focuses on how people understand, view and construct meaning of their experiences (Maree, 2011). Qualitative data is textual, visual and verbal and cannot be counted (Creswell, 2013). This study is inclusive of textual and verbal data

generated from both History teachers and learners in terms of their experiences and perspectives of teaching and learning of History in a rural context.

The qualitative approach further enabled me to know the nature of the phenomenon which is teaching and learning of History in a rural context. Creswell (2009) asserts that the qualitative approach grants the opportunity to the researcher to gain insight about the phenomenon and discover the controversies that exist within the phenomenon. Therefore, applying the qualitative approach allowed me to gain in-depth understanding of teaching and learning of History in a context of rurality.

4.4 Research design

I chose to use the term “design” instead of “style” because it is suitable for the explanation of what the research design is as mentioned earlier. Scholars such as Creswell (2009), Cohen et al. (2018), Leedy & Ormrod (2010) and Bertram (2010) use the term design to refer to the type of research study and what it entails. In the case of this study, a research design is the plan that I used as a guide to understand teaching and learning of History in a context of rurality. In other words, a research design is the framework to answer the research questions, showing how the research will be conducted: how data will be generated, and which instruments are going to be used to answer the research questions (Leedy & Ormrod, 2010 & Lewis, 2015). This confirms the assertion that a research design is a guide and a plan of how a researcher should conduct a research study.

Various research designs can be used which include case study, self-study and narrative enquiry, all of which are based on the context (Creswell, 2013). This study was conducted using a case study design. A case study, from the interpretivist understanding, seeks to holistically understand how research participants understand and make meaning of the phenomenon that is being studied (Maree, 2011). Case studies present multiple viewpoints, giving voices to otherwise voiceless groups of people (Leedy & Ormrod, 2010). “A case study is a systematic and in-depth exploration of a certain case in its context to generate knowledge” (Rule & John, 2011, p.108). Leedy and Ormrod (2010) note that a case can be people, place, time, school, programme and an organisation studied in a deeper manner for a certain period with the purpose of understanding a particular

phenomenon. The case for this study is one rural high school. The aim of the case study is to describe in-depth what it is like to be in a particular situation (Denzin & Lincoln, 2011; Creswell et al., 2010 and Creswell, 2013). For this study the situation refers to being in a rural high school. Case studies are in-depth and descriptive in their nature, and in the case of this study data is in-depth and descriptive in the sense that extensive data was generated, investigating in-depth and descriptively the experiences of teachers and learners who are involved directly in the teaching and learning of History in rural areas.

Firstly, the case study design is best suited for this study because this study adopts the interpretivist paradigm that holds a belief that knowledge is subjective and is gained through means of communication, exploration and understanding the world around us. Therefore, one of the designs the researcher can use from the interpretivist paradigm is the case study (Creswell, 2009). Secondly, Cohen, et al. (2018) assert that a case study is one of the research designs that can be adopted in the qualitative approach as it also seeks to generate in-depth description of the phenomenon (Cohen et al., 2018).

4.5 Research methodology

The methodology for this study is phenomenology. Scholars such as Knowles and Coles (2008) and Maree (2011) refer to phenomenology as a design or style of research, however in my case phenomenology is a methodology because for this study it serves as a framework or a yardstick of how and what type of data to be generated. The research methodology is the explanation of how research should take place, which data generation methods to apply and how data should be analysed in relation to the design of the study (Creswell, 2012). The research methodology covers the sampling, data generation and data analysis method (Cohen et al., 2018).

I chose the phenomenological methodology because its aims of understanding people's lived experiences and their meanings of particular situations, are aligned with those of the case study research design (Maree, 2011; Leedy & Ormrod, 2010). In the case of this study the aim was to understand in-depth History teachers and learners' perspectives on the teaching and learning of History in a context of rurality and how they have experienced the teaching and learning of History

in a rural context. The phenomenological case study guided me in terms of what kind of interviews to conduct, how long the interviews should be and how many participants are needed to answer my critical questions (Leedy & Ormrod, 2010; Cohen et al., 2018; Creswell, 2013).

There are five steps leading to data generation in qualitative research (Creswell, 2012). A researcher needs to identify the participants for the study, identify the location, apply a sampling method that is relevant to answer the research questions of the research undertaken, seek permission to conduct a study and think about the type of data needed to answer research questions then think about suitable data generation methods (Maree, 2011). The chosen methodology helped me in making decisions about these steps as shown in the following sections on research methods.

4.5.1 Sampling methods

Sampling is a set of procedures used to select the relevant section of the research population (Silverman, 2006; Creswell, 2013). Sampling decisions involve making choices about which and how many events, people or behaviours the researcher needs to involve in a study (Denzin & Lincoln, 2011). The population for this study was the History teachers and learners in a South African rural high school. The school in which the study was conducted was selected because of its easy accessibility. This study is a phenomenological case-study, the case being the school looking at the experiences (situation) of History teaching and learning in rural areas. Therefore, the design and methodology of this study guided me to find the school that is relevant to the phenomenon where participants who have been directly involved in the teaching and learning of History in a context of rurality would be able to give an insight about their lived experiences of History teaching and learning. The school was selected due to its relevance to the study and its accessibility to me. Thus, the school was selected through sampling. Convenience sampling refers to a sample being chosen from a population close at hand and easily accessible (Cohen et al., 2018).

Qualitative researchers tend to apply purposive sampling to identify participants and locations that will be best suited for the study to be undertaken (Creswell, 2012). In this study, purposive sampling was used to select participants that were relevant to the study. From the population,

purposive sampling is used to focus on the population that is accessible and relevant to the research question, meaning that the researcher handpicks the participants (Denzin & Lincoln, 2011; Creswell et al., 2010; Creswell, 2013). For the study in question, the sample was History teachers and learners from grades 10-12. This choice was made to ensure that the data generated answers the research questions. Phenomenology maintains that the participants chosen to participate in a study in question must be relevant so that the data generated answers the research questions (Maree, 2011). Leedy and Ormrod (2010) assert that in a phenomenological study, the number of participants should range from five to twenty-five to ensure that not just a single perspective is represented. In the case of this study eighteen participants consisting of teachers and learners who are involved in the teaching and learning of History were chosen as guided by the phenomenological case study framework. The plan was to have three grade 10-12 History teachers and fifteen learners. However, I ended up having seventeen learners, after two learners insisted on participating under the influence of their peers. The learner participants volunteered after I had given them a brief overview of the study I intended to conduct. The three selected teachers, who all volunteered, are the only ones teaching History in the entire school.

4.5.2 Data generation methods

To address the critical research questions, various types of data generation methods were used. Data generation for phenomenological case studies tend to rely on lengthy interviews that are semi-structured and focus groups as well as observations (Leedy & Ormrod, 2010; Ormston, 2014). In this study, semi-structured individual interviews and focus group interviews were used for data generation. To guide the interviews so that the purpose and the gist were not lost, I asked guiding questions and follow-up questions for in-depth data (Leedy & Ormrod, 2010). I generated data in the language that the participants understand and in which they are fluent. This was done to make sure that all participants fully express their experiences and their understanding and interpretation of their experiences of teaching and learning of History in a context of rurality. Hence the interviews were conducted in both English and IsiZulu for the History teachers and in IsiZulu for the History learners.

4.5.2.1 Semi-structured interviews

Semi-structured interviews are commonly used during small-scale research (Longhurst, 2003). Van-Teijlingen (2014) understands a semi-structured interview as a verbal interchange whereby the interviewer, through asking questions, attempts to find the information from the participant about the phenomenon under study. Semi-structured interviews develop as a conversation allowing the interview participants to respond openly exploring the issues under focus in the study (Cohen & Crabtree, 2006). In addition, it is significant for an interviewer to utilise an interview schedule prepared in advance when conducting a semi-structured interview as guide to ensure that the interview does not divert to other issues besides what is studied (Cohen & Crabtree, 2006; Cohen et al., 2014). Creswell (2012) adds that open-ended questions are best suited for qualitative research because they allow the participants to go deeper into their experiences relating to the phenomenon. Therefore, open-ended responses were appropriate for generating an in-depth understanding of History teachers and learners' experiences of teaching and learning. Semi-structured interviews also allow the participants to ask the researcher to clarify the questions they do not understand and ask follow-up questions where necessary (Denzin & Lincoln, 2011; Cohen et al., 2018). This was important because it ensured that the participants answered the questions that were asked, not what they thought were being asked. Therefore, semi-structured interviews were chosen for this study because they allow flexibility in the interaction between the researcher and participants.

The semi-structured interviews that were used in this study are face-to-face interviews. This was done to ensure that the data generated is relevant to and addresses the purpose of the study. Creswell et al. (2010) note that face-to-face interviews are appropriate for qualitative research because they produce maximum responses relevant to the research question. Participants were asked about their experiences of teaching and learning History in a context of rurality. The questions were guided by the interview schedules made for both History teachers and learners. As shown in Appendices D and E the interview schedules were the same for both teachers and learners. However, the follow up questions during the semi-structured and focus group interviews of teachers were not the same, although the initial schedule was the same. The reason for this was that while teachers and learners may be able to answer the questions regarding teaching and learning, how they experience the teaching and learning of History is not the same as their duties

towards the teaching and learning are most likely different as mentioned in Chapter 2 (Mayer, 2011).

In a phenomenological case study, the researcher is expected to do most of the listening and writing while the participants do most of the talking about their perspectives and experiences during the interview (Ormston, 2014). Therefore, I asked the questions that were open ended to allow the participants to share their experiences in a deeper sense. While the participants were responding to the questions, I was paying careful attention and listening attentively while noting down key responses that required follow-up questions. The interviews were recorded using an audio recorder with the permission of participants. Some learners had to leave early due to transport issues, while others were generally not keen to participate in the semi-structured interviews. As a result, I ended up interviewing seven learners for the semi-structured interviews. The semi-structured interviews lasted fifteen to twenty-five minutes and were conducted at the school. However, the school programme was not interrupted by the data generation process.

4.5.2.2 Focus group interviews

Focus group interviews are widely used in the world of social science education research (Longhurst, 2003). The focus group interview involves a group of people between six and twelve people talking, in a deeper sense, about a certain issue set by a researcher (Longhurst, 2003). The reason for adopting focus group interviews is that they generated in-depth understandings of the viewpoints and experiences of teachers and learners involved in the teaching and learning of History in rural areas. This is consistent with Cohen et al., (2018) and Leedy and Ormrod's (2010) assertion, that the nature of case studies is to understand in-depth what it is like to experience a particular situation. In addition, focus group interviews encourage the participation even of those who are reluctant to participate in the study. Participants may agree to participate in the study if they see their friends participate actively, sharing their experiences and perceptions. This was the case for this study during the focus group interview with History learners. As Creswell (2013) notes, focus group interviews make muted voices heard. Focus-group interviews are appropriate for research situated within the interpretivist paradigm and follow the qualitative approach that seeks to understand and obtain knowledge through means of communication with people to have a sense of their interpretations of the world (Bertram, 2008).

Phenomenological studies rely mostly on lengthy and exclusive interviews, lasting about one to two hours whereby the researcher attempts to find answers to the research at hand (Leedy & Ormrod, 2010). In the case of this study the focus group interviews took about an hour. In that way the participants had enough time to share their experiences of teaching and learning of History in rural areas. The first focus group interview consisted of three History teachers and the second focus group had seventeen History learners. Yin (1989) cited by Yazan (2015) asserts that the focus group interview ideally should have eight to ten participants as they are easy to manage, however the researcher can have more than 10 participants depending on the depth of the phenomenon investigated. Saldana and Omasta (2018) propose that for a focus group it is advisable to have as many participants as the researcher could get for data that is in-depth, up to fifteen to twenty participants. The number of participants for this study was guided by methodology-phenomenology which necessitate that a phenomenological case study should have at least five and up to twenty-five participants (Leedy& Omrod, 2010). The reason for grouping the teachers and learners separately is because I wanted the data acquired from the focus group interviews not to be influenced by the presence of teachers when I am interviewing the learners and vice versa.

The initial plan was firstly to conduct focus group interviews so that some of the questions for the semi-structured interviews derive from the responses elicited during the focus group. What happened was that the semi-structured interviews for teachers were conducted first as on the first day I could not get all three History teachers; I managed to get two and the third one on the second day. For the learners all went according to the plan. Scholars such as Saldana and Omasta, (2018) propose that semi-structured interviews be conducted first if the research plan involves conducting both the semi-structured interviews and group interviews. Conducting the focus group first may influence the data that the researcher obtains as respondents may give answers influenced by other participants present in the group interview (Saldana & Omasta, 2018). (See appendix E).

4.5.3 Data analysis

The goal of analysing qualitative data is to summarise what the researcher has seen and heard, and the common phrases or words, themes and patterns that would build understanding and

interpretations of what is emerging (Stake, 2010). Qualitative data is textual and verbal and specific procedures of data analysis must be followed when dealing with it (Saldana & Omasta, 2018). Maree (2011) proposes that researchers should use the data analysis method that is best suited for the research design. In the case of my study, the research design is the phenomenological case study. One of the data analysis methods that can be applied when dealing with phenomenological case study and in qualitative research is thematic analysis (Maree, 2011; Stake, 2010; Denzin & Lincoln, 2011; Creswell, 2012). The data that I generated through focus-group interviews and semi-structured interviews was organised into codes from which I formulated categories and then themes emerged (Creswell, 2012). Stakes (2011) asserts that themes are patterns of data sets that are essential in the understanding of the phenomenon.

There are proposed steps for researchers to follow when analysing data using thematic analysis. The first step involves transcribing data (Kumar, 2005). Transcribing means that the researcher listens to the audiotaped data generated during an interview, writing everything down from the audiotape and turning it into textual data (Maree, 2011). Creswell (2012) emphasises that a researcher has the option of transcribing data by hand or using a computer. Researchers transcribing data by hand must use colour codes, mark it by hand and divide it into parts after reading it more than once (Creswell, 2012). Data was generated using the IsiZulu language which necessitated that data generated be translated into English. Since I am fluent in the IsiZulu language I did not find it difficult to translate the data with a clear understanding of what the participants were saying. Data was transcribed as is in IsiZulu and English as the language that was used by the participants of this study using the computer. The transcripts that were in IsiZulu were then translated into English. Nikander (2008) asserts audiotaped data must be transcribed first so that it is available in a written format before it is translated.

The second step of thematic data analysis in a qualitative research is familiarising with the generated data and organising it to make meaning of it (Leedy & Ormrod, 2010; Creswell, 2007; 2012 & Stake, 2010). The data could be organised according to participants, location, or type of data generations be it interviews, observations, documents or photographs (Maree, 2011). In the case of this study, data was read through several times and organized according to participants that is teachers and learners. Creswell (2007; 2012) asserts that exploring and organising data assists

the researcher to make sense of the data, develop ideas and identify whether more data is needed to be generated or not.

The third step of thematic data analysis consists of coding of the data (Creswell, 2012; Maree, 2011, Leedy & Ormrod, 2010). Coding data means making sense of data by also dividing data into segments labelling it with codes and examining before forming categories and themes out of those codes (Saldana & Omasta, 2018). I coded my data using colour codes. Creswell (2012) asserts that coding is the initial step and creating themes is the last step of analysing data.

I analysed the data in an inductive manner, as it tallies with qualitative data analysis. Cohen et al. (2018) state that the inductive approach organizes, categories, and identifies patterns of data that are generated by the researcher. Inductive data analysis approach allows the researcher to present the data collected into themes (Leedy & Ormrod, 2010). Following an inductive approach also allowed me to organise specific facts about my case logically and present them into themes.

4.6 Ethical considerations

Ethics is a matter of principled sensitivity to the rights of others as well as respect for human dignity (Cohen et al., 2018). Bertram (2008) puts emphasis on how vital ethics is to research especially when the research involves human beings. The researcher faces many ethical issues in a qualitative study (Creswell, 2013). In the case of this study, I applied for permission to conduct research from the gatekeepers who were the Department of Basic Education (See Appendix A) and asked the school principal. I gave assurance to the school's principal that this research would not disrupt the teaching and learning programme. I gave consent forms to the participants with detailed enlightenment of the study in question and its rationale. (See Appendix C)

Sticking to the terms of the consent forms, I guaranteed the anonymity of the participants using pseudonyms for all the participants so that their real names are not exposed. I also gave the participants a guarantee that the study would not do them any harm and allowed them the freedom to withdraw their participation from the study should they feel they no longer want to be part of the study without any consequences. Nine out of the seventeen learners who participated in this

study exercised their autonomy and withdrew from participating on the semi-structured interviews that were one on one. Their withdrawal reaped no negative consequences as their participation was voluntary. This was to ensure the autonomy of the participants (Creswell, 2013; Cohen et al., 2018& Saldana & Omasta, 2018). All the ethical issues were covered in the ethical clearance certificate ref: 2/4/8/1698 that I was granted by the University of KwaZulu-Natal (UKZN) research ethics committee. (See Appendix B)

4.7. Trustworthiness

Qualitative research ought to be trustworthy which refers to how believable or truthful the data generated by the researcher is (Cohen et al., 2018). According to Lincoln and Guba (2013), to achieve trustworthiness in qualitative research, the researcher ought to follow the four key components of trustworthiness in designing, executing and reporting the research outcomes which are: dependability, credibility, confirmability and transferability.

4.7.1. Dependability

Dependability necessitates that the information provided in the study is direct and correct. Dependability was ensured in this study through the provision of evidence of the precise generated data. The interview schedules together with participants' responses transcribed from the audio recorder are provided in Appendix C. To ensure dependability of the study, the overlapping data generation methods were used, which are the focus group interviews and the semi-structured interviews which were one on one.

4.7.2. Credibility

Credibility refers to findings of the study being in harmony with the participants' reality (Shenton, 2004; Creswell, 2012). This can be done by presenting the real participants' responses not what

the researcher thinks the participants were saying (Kumar, 2005). Presenting participants' responses as is makes the study trustworthy and credible (Maree, 2011).

To ensure credibility in this study, I incorporated the overlapping data generation methods which were group interviews that were focused and individual interviews that were semi-structured to ensure that in both the interviews the participants talk about their experiences in a deeper sense. These methods of generating data allowed the participants to engage with their experiences without restrictions as the questions were open-ended. As the researcher I was there to guide the discussion and focus it to answer the initial critical questions of this study. Using different data generation methods allowed for triangulation. Shenton (2004) proposes that for a researcher to obtain honest responses from the participants the researcher should give the participants a chance to refuse participation or accept and assure them that there are no right or wrong answers. This is what I did as explained in the ethics section

4.7.3. Transferability

Transferability refers to the extent to which the findings of the research study can be transferred to another context. When people are observed or interviewed, they may sometimes change behavior which may compromise trustworthiness

To ensure transferability in this study, I worked with both teachers and learners who are involved in the teaching and learning of History in a context of rurality. Both teachers and learners are equally significant in answering the critical questions of this phenomenon. Using both teachers and learners allowed for in-depth data being generated. Both teachers and learners were separated to avoid the influence in responses and for the comfort of the two sets of my participants.

4.7.4. Confirmability

Confirmability entails the evaluation of findings whether they are true or not and to make sure that the researcher does not interfere with the findings (Saldana & Omasta, 2018). For the purposes of confirmability in this study, I used the exact data that was generated during focus-group interviews

and semi-structured interviews on the teaching and learning of History in rural areas. I presented the participants' responses as they were and avoided making assumptions about teachers and learners' experiences of teaching and learning of History in rural areas. It is noteworthy that data had to be translated before transcription since data was generated in IsiZulu and by code-switching. However, credibility was not jeopardised, since IsiZulu is my mother tongue in which I am proficient.

4.8. Limitations

The main limitation of this study is that I was once a learner in the school where the study was conducted. Thus, I have close relations with some of the participants and the school. This may be deemed to be a limitation that may be caused by the personal interest and bias. Bourke (2014) contends that the identities of the researcher and the participants influences the research process. Positionality refers to the standing point of the researcher and participants with regard to the social and political context of the study (Bourke, 2014; Vanner 2015).

In the case of this study, my positionality is that of an indigenous insider. An indigenous insider in research refers to "one who endorses the unique values, perspectives, behaviors, belief, and acknowledge of his or her indigenous community and who can speak with authority about it" (Merriam, Johnson-Bailey, Lee, Kee Ntseane & Muhamad, 2001, p. 413). Even though I may hold different beliefs and perspectives from those of my participants, I relate to some of their experiences as I have also experienced them myself although in a different context in terms of time.

Issues of language may be deemed as limitation in this study in that the interviews with the learners were conducted in IsiZulu. This was done to ensure that learners freely express themselves in the language with which they are comfortable. With the teachers it was a mixture of both English and isiZulu and the limitation is that, although I speak the same language with my participants and one of them was Xhosa (Teacher) I cannot be sure that I captured their experiences with the same interpretation they had initially before translation of data.

Conclusion

In this chapter I have given an outline and description of the research paradigm, research design, research methodology, research approach, data generation methods, sampling and data analysis that was adopted for this research study. In the following Chapters 5 and 6, data analysis and discussion of findings will be presented.

CHAPTER 5

PRESENTATION OF FINDINGS

5.1 Introduction

The previous chapter was the discussion of the methodological issues underpinning this study. This chapter moves on to present an analysis of data that was generated through the focus group interviews and one-on-one semi-structured interviews. The critical questions that guided the research are: How have teachers experienced the teaching and learning of History in rural areas? How have learners experienced the teaching and learning of History in rural areas? Hence this chapter is a representation of the analysis based on the critical questions.

This study adopted thematic data analysis following the inductive approach as stated in Chapter 4. The findings from the generated data are categorised into two main themes (negative and positive experiences) which are further sub-divided into sub-themes. The sub-themes for the negative experiences are: Inadequate teaching and learning support material, issues of the English language, limited teaching strategies, inadequacy of teaching and learning strategies and the underrating of school History. The sub-themes for the positive experiences are: ingenuity of History teachers and learners and values of school History. The negative experiences are presented first in this chapter as they are the dominant findings. The choice of presentation is informed by Saldana and Omasta (2018) who stated that the findings that seem to be dominant should be presented first as they are the gist of the data.

5.2 Teachers and learners' negative experiences of the teaching and learning of History

The analysed data highlights that the teachers and learners often experience the teaching and learning of History in a negative way. Both teachers and learners have highlighted the language barrier, inadequate teaching and learning support material, limited teaching and learning strategies, inadequacy of human resources and the underrating of school History as their negative experiences.

5.2.1. Inadequate teaching and learning support material

Various teachers and learners raised the issue of lack of teaching and learning support material to assist them in enhancing the process of the teaching and learning of History. The emerging sub-

themes under the inadequacy of teaching and learning support material are inadequacy of information communication technology (ICT); inadequacy of library material and the experience of using textbooks as a dominating resource.

5.2.1.1 The inadequacy of Information Communication Technology (ICT).

History Teachers' experiences.

All three History teachers raised the issue of the inadequacy of information communication technology (ICT) in the school which contributes to the domination of the use of textbooks in the teaching and learning of History. Teacher C asserted that:

“I have been finding it difficult to visualise what I am teaching in class because we do not have much resources, we only have two resources that allows for visuals”.

Similarly, Teacher A said:

“I plan to use the data projector but end up not using it because other teachers are using it so I will have to wait until they finish using it of which by the time they finish I have only 30 minutes left for History lesson”.

This means that the inadequacy of ICT causes conflict over material that allows for visuals amongst teachers. Data also reveals that not only does the inadequacy of ICT create competition amongst teachers, but it also interrupts teachers' lesson planning for the day. This is also supported by Teacher B who said:

“I do use overhead projector when teaching History sometimes. For some reason Maths teachers always get to the overhead projectors first.”

This highlights that the inadequacy of ICT has a bearing on the execution of what has been initially planned for History lessons and propels the teachers to rely greatly on the textbook as the main resource for their teaching and learning. This is to say that the textbook is a domineering teaching and learning support material due to lack of enough ICT.

History learners' experiences

History learners have also experienced the inadequacy of ICT in the teaching and learning of History. This is what Learner E said:

“Miss [Their teacher] makes History interesting, she tries to create a picture for us about people who lived in the past but it will be much better if we could watch “reality shows” about the past events and people like other learners who are doing other subject.”

This is a negative experience in that History learners feel that their experiences of the teaching and learning of History rely on the imagery that is created for them by the educator, but the educator is not able to meet their expectations. This is supported by Learner E who argued that:

“My understanding of History could be better if we watch reality shows for every theme we do in History.”

My interpretation of “reality shows” was that the learners were referring to documentaries that paint a more realistic picture of the past. Again, this is a negative experience in that learners’ understanding of History is limited to what the teacher can provide.

5.2.1.2. Inadequacy of library material

History Teachers’ experiences

The school has a library that was established by the social sciences HOD. History teachers’ experiences with the school library are not ideal for the teaching and learning of History. Participant teachers highlighted that in as much as the school has the library, the material is not enough. For instance, Teacher B said:

“I have tried to organise a library for the Social Sciences, but we also have books for other subjects like Economics, Business Studies and Maths. The problem is that the books are outdated”.

This outdated nature of the library material makes it inadequate for the teaching and learning of History.

Another type of inadequacy experienced by the History teachers speaks to content coverage. As Teacher C noted:

“The books in the school library have topics that are not in the History CAPS document. Only a few speak to some of the topics we cover in grade 10.”

This shows that although there is a library in the school, it barely enhances the teaching and learning of History. The teachers claimed that they have complained about the inadequacy of the library, but the situation has persisted. This is supported by Teacher B’s statement that:

“We have had this library for 10 years now. When the new curriculum was introduced, I asked the principal for new books to be available at the library as well. Sadly the budget does not allow us.”

This indicates that the inadequacy of the school library for the teaching and learning of History is explained by the school’s reliance on its meagre budget.

The participant History teachers revealed that the inadequacy of library material has also negatively affected the teaching and learning of History in relation to assessment. In this regard, Teacher C said:

“Sometimes I can’t give my learners task that will force them to use the library material because they will have to go to the library in town to access the informative books.”

The data revealed that where the school in question is situated there is no library; as a result, the only library accessible to learners apart from the inadequate school library is the library in Sayidi town. This situation has forced History teachers to adjust their assessment practices. Inadequacy of library material has a negative impact on the assessment planning for History as teachers must adapt to the circumstances under which learners engage with teaching and learning.

History learners’ experiences

Participant History learners revealed that they are also affected by the issue of inadequate library material. Learner F said that:

“It is very hard to do research because the books that we have in the library do not have the information that relates to what we are taught in class.”

Most learners seemed to agree with this experience of library material not helping them. However, Learner C argued that there are books that speak to the History content covered in class:

“I found a book in the school library that relates to the French revolution which Ma’am taught us this year.”

This means that some of the books in the library are relevant to school History. Learner G concurred:

“The books in the library have the information about European expansion, Songhai and India and we learnt that in Grade 10.” While this statement seemed to suggest that the library has some relevant History books, it also shows that the relevance is limited to some, and not all, topics. Therefore, the inadequacy of library material is having few books that speak to what the learners learn and what the teachers teach. Learner I confirmed this limitation by arguing that:

“There are no books that speak to what we are studying in grade 12 so we cannot depend on the school library”

The participant History learners confirmed that they must use money to access library material that is relevant to the assignments they are given. This was highlighted by Learner I who lamented that: “When we have activities, circumstances force us to go to the library in town which cost us money. Most of us do not afford to go to the library so we copy from those who afford to (*Laughter*).”

This is a negative experience of the teaching and learning of History in that History learners do not have or have little access to material that is of great help to the teaching and learning of History which has a bearing in their growth when it comes to historical knowledge and understanding. One learner admitted that those learners who cannot afford to access the library at Sayidi town tend to copy from other learners.

5.2.1.3. Experiences of using History textbooks as a domineering resource

History Teachers’ experiences

Amongst other issues that relate to the inadequacy of teaching and learning support material, is the use of the textbook. The data analysis reveals that textbooks dominate the pedagogy during History

lessons. The dominance of the textbook as the teaching and learning support material is due to factors that the participants highlighted in their responses. This is evidence in the responses that teachers gave when asked about their normal History lesson. Teacher C said:

“Most of the time I get to class and ask my learners to take out their textbook and open to the page I will be teaching on.”

It is noteworthy that when all three participants were asked about the teaching and learning support materials that they use for History lessons, the response from all three participants was that they use textbooks for History teaching and learning. The dominance of the textbook as the teaching and learning support material is not the teachers’ choice. It is the circumstances that they find themselves under that propel the teachers to rely mostly on textbooks.

Teacher A highlighted how they must borrow those History textbooks that the school does not possess from other schools. The teacher highlighted that the process of outsourcing textbooks from other teachers is a nightmare:

“I have to ask for favours from teachers who teach at other schools for textbooks that we do not have as a school and it takes time, weeks to receive those textbooks which hinders the progress of teaching and learning.”

This shows that the dominance of the textbook is a negative experience because it limits the pedagogy and the teachers have no other choice.

History Learners’ experiences

The negativity that learners’ experience with textbook as teaching and learning support material derives from having inadequate textbooks yet textbooks dominate the pedagogy. Learners, except for those in grade 12, share History textbooks. There are several issues that learners find difficult as a result of sharing textbooks. Firstly, learners’ time of studying History is limited to availability of the textbook that learners are sharing. This is supported by Learner A who said:

” I do not get enough time to study for History because I am sharing my textbook with someone who is living far from my home making it hard for the two of us to use the textbook whenever we want to.”

This indicates that the issue is not only the mere sharing of History textbooks, but also the fact that learners are sharing textbooks with other learners whose homes are very far from where they are staying which makes it a challenge to access the textbook. The issue of sharing textbooks gives learners a negative experience of the teaching and learning of History.

Secondly, learners do not get enough time to sit down and engage fully with the activities that are issued in class due to taking turns with keeping the textbook. According to Learner I:

“Usually Miss give us an activity that is in the textbook, if I am not the one to leave with the textbook that day I am forced to do my homework in a hurry.”

This indicates that the inadequacy of textbooks for the grade 10s and 11s interferes with their study pace and they are forced to work with limited time. It is a challenge that they must frequently deal with.

Thirdly, learners often fail to engage with the activities given to them and end up copying the work from their friends whose turn it was to take the textbook home. According to Learner R:

“And if I do not get the chance to do it I copy from a friend.”

Learners’ experiences of sharing textbooks propel them into copying the work, thus defeating the initial purpose of issuing the activity. The context of rurality seems to have an influence on the predicament that the learners find themselves facing due to sharing of History textbooks in that parents are not that involved in their children’s teaching and learning like the parents whose children attend the urban schools, where the school insists that parents are involved in the teaching and learning of their children.

Another issue that learners must grapple with is risk that comes with sharing a textbook with another person. This is supported by learner E who said:

“The problem with sharing textbook is that if the person you are sharing the textbook loses it, both of get into trouble.”

This highlights how learners are at risk of not having a textbook at all if their partners happen to lose the textbook in addition to getting into trouble with the school on top of not having the textbook. Furthermore, learner E said:

“Last year the person I was sharing the textbook with lost it and both our reports were withheld until the new textbook was bought.”

These learners are also running the risk of not getting their year-end progress reports had they lost the textbooks. This indicated that there are several risky experiences that come with sharing of textbooks.

Learner C raised a significant issue that also comes with the sharing of textbooks, where she mentioned that:

“Sometimes the person you are sharing the textbook with forgets the textbook at home and you get punished for it although you are not the one who left it at home.”

This issue speaks to how learners’ access to the History textbooks is determined by their partners that are sharing the textbook which is a barrier in their teaching and learning of History.

5.2.2. Inadequacy of human resources.

History teachers’ experiences

Apart from experiencing inadequate textbooks, library materials and ICT for visuals, teachers are also experiencing inadequacy of human resources. One of the History teachers in this school (Teacher C) revealed that she is not a History teacher by profession. Instead, she is an IsiZulu and Life Orientation teacher who was allocated to History as a result of the shortage of History teachers in the school. This is what she said:

“I have been teaching History for three years now. At first it was like I will just be assisting for a short period of time while the school looked for a History teacher.”

Teacher B added that:

“The school haven’t hired a new History teacher as Miss (Teacher C) said that she has been teaching History for three years now which is not her specialization.”

Although allocating a non-History teacher in this school seems a solution to the negative experience which is the shortage of History teachers, Teacher C highlighted that the experience with teaching History has been difficult. She said:

“I did not have much History background which meant that I have to work 10 times harder to understand the topics I am teaching.”

Having to put more effort and giving History subject more attention has led to Teacher C having challenges in balancing time for all the three subjects she is teaching:

“My preparation time was mostly taken by History lesson planning and little time was given to IsiZulu and Life Orientation.”

This means that inadequacy of human resources within the school specifically to History teaching and learning have caused Teacher C to struggle with History as she mentions that she had to work extra hard to be competent in it while other subjects such as life orientation and IsiZulu were somehow neglected.

While Teacher C highlighted the strain of having to work extra hard to enhance her History content Teacher A asserted that the workload has been too much for her due to large numbers of History learners. This is what Teacher A said:

“In the past years it has been very challenging to teach History because of the large numbers in History classes and I was teaching both Grade 10 and 11 which had large numbers of learners.

“Teacher A added that

“Most of my prep time was taken by marking the class activities and tests.”

This speaks to an increase in workload due to large numbers of learners who are studying History whilst there are not enough teachers teaching History.

The data showed that the problem of human resources goes beyond the school. Some participant History teachers seemed to associate their learners’ lack of prior knowledge with little home assistance and according to Teacher A:

“When I introduce a new topic in class, I firstly ask my learners what they know about the topic. I do this to check for prior knowledge. It is always those few learners who responds to the questions.”

Furthermore, the participant lamented poor responses when prior- knowledge is checked to be a result of lack of assistance that learners get from home. Teacher A laments that:

“Learners who respond are the learners who you can tell come from well off families where maybe their parents help them with schoolwork.”

This speaks to the influence of rurality on how History teachers and learners are experiencing the teaching and learning of History. Teacher A’s response indicates that only a few learners are getting assistance with their schoolwork, and for most learners their experience of teaching and learning is limited to school.

History learners’ experiences

Six out of seventeen History learner participants in this study stated that they receive home assistance with History school work. This means that human resources are limited to a number of learners, and not all History learners receive home assistance. The availability of human resources is limited to History teachers and History learners and not much outside the vicinity of the school. This is evident in the responses of the History learners who participated in this study. Learner D said:

“No, there is no one assisting me with my History homework. My sister is doing physics.”

The effect of the rural context was clear for Learner F who said:

“My uncle who used to help me lives in Durban now so he cannot help me because he lives in Durban.”

This a result of rural context that the learners find themselves in situations where most adults prefer to move to different towns in search of work. Other grade 12 learners do not receive home assistance because they are renting closer to the school as their homes are very far and it would be difficult for them to attend morning classes and night classes coming from home. As was noted by Learner G:

“I am not staying at home so they cannot help me. I had to move closer to the school for morning and afternoon classes.”

While Learner D and G's responses show that they do not received home assistance, the negative experience of lacking human resources was well illustrated by Learner B who highlighted that she used to receive help when she was still staying at home:

"My sister used to help since she was doing general as well but since I no longer stay at home she does not help me anymore." This experience is a result of the context that these learners find themselves in. The school is far from the homes of most of the grade 12 learners. As a result they have to rent places closer to the school to be able to attend after-school sessions."

Data analysis also indicates that for some of the learners who receive home assistance with their History school work, the experience still had limitations. This is revealed by Learner P who contended that:

"My grandmother helped me with my homework when we were doing Crisis of Apartheid, but when I ask her about other topics she can't help me."

Learner L further explained that:

"My grandmother knows about Apartheid, Steve Biko, Nelson Mandela, Gatsha and others, oh and the History of the Zulus. She says she does not know the History we are learning now."

This an indication that although some of the participants experience the existence of some human resources, most of the assistance is limited to South African History.

5.2.3. Limited teaching and learning strategies

History teachers' experiences

The analysis of the data revealed that the teaching and learning of History is limited to a few strategies. This is supported by Teacher A, who argued that:

"Because of lack of resources to teach History, I am forced to use one and same strategy when I am teaching."

This finding is therefore linked to the theme on inadequate resources above as evidenced by Teacher C who said:

“I use textbook, chalk and a board because they are only available to me, they can only allow me to be the only one talking.”

Teacher A and C’s responses indicate that their teaching strategies are influenced by the resources to which they have access. Teacher B asserted that the absence of field trips compels her into always having to teach History in a classroom. In her words:

“The school and the parents do not afford trips to the museums in Durban, we can only use textbooks to teach. We last had our trip to the museum in 2013 with Grade 12 learners.”

This means that since 2013, teachers have been relying only on the classroom teaching which is detrimental to their learners’ contextualisation of historical events. Again, History teachers have a challenge in integrating other teaching strategies as their teaching is limited to the classroom since historical trips are out of the question. The context that the school is in has a major influence on the limitation of teaching strategies. This rural area consists of parents who are mainly low class and cannot afford to pay for field trips, thus limiting the teaching and learning of History to a classroom that also has few resources.

Teacher A explained how the competition over facilities that allow for visual learning hinders her from “spicing” things up during her lessons. She decried that:

“Sometimes I want to show my learners *Long walk to freedom* and *Sarafina* movie to give my learners a picture of apartheid, but I can’t because we are all relying on the projectors that maths teachers always get to first.”

In the end the teacher is forced to resort to textbook-based strategies as mentioned in the previous section. This is a negative experience in that teachers do not have options to utilise other means of teaching History which hinders their growth as History teachers and that of the learners.

History Learners’ experiences

Learners highlighted that they are more reliant on the textbooks and study guides to help them in processes of teaching and learning of History. Learner B said:

“When studying for History test I use my textbook and study guide to check for the possible questions”

Learner N highlighted that sometimes they watch historical film as a class although it was once in the whole year:

“There was a day when [Miss] teacher A came to class with a documentary on the Songhai people when I was doing grade 10.”

Learner H highlighted that they study in groups without a teacher. Their study group session is also limited to the textbooks and the study guides:

“The class representatives have organized the key for us to be able to come to school in the evening so that we study in groups without the teacher.”

This means that the learners did not make many comments on how the teachers taught besides teacher-talk supported by the textbook.

5.2.4. Issues of language

The analysed data indicates that both teachers and learners’ negative experiences also come from the issue of language which impacts negatively on the teaching and learning of History. The issue of language speaks to English as the medium of instruction, academic language and History disciplinary language.

5.2.4.1 Issues of the English language as a medium of instruction

History teachers’ experiences

The teachers who participated in this study raised the issue of English as the medium of instruction as another factor that contributes to their negative experiences of History teaching and learning. This is supported by Teacher A’s assertion that:

“Learners in this school struggle with understanding History content not because History is a difficult subject but because learners are not familiar with English language.”

This indicates that the language of instruction is a factor resulting in learners not responding as expected to History teaching and learning. Teacher B highlighted that most of her learners are not comfortable with speaking English in class, therefore it is always a few individuals who try and engage verbally during History lessons. As a solution, the teachers in this school have resorted to using IsiZulu during the teaching and learning of History. Teacher B said that:

“80% of the time, I teach History in IsiZulu to accommodate everyone in my class.”

This solution that the teachers created to accommodate History learners who struggle with English has come with further negative consequences regarding the learners’ academic performance. Teacher B argued that:

“We teach History in IsiZulu in class but the questions in an examination and class tests are asked in English and that is why we still have learners who still fail History.”

Therefore, the experience of History teachers is that History learners struggle with language which determines the language that teachers end up using when teaching History, which in turn has a negative impact on learners’ academic performance. Issues of language impact negatively on the teachers’ teaching History in that History learners still fail History as teachers must set examinations and tests in the language prescribed by the Department of Basic Education.

The medium of instruction that teachers use in this school during the teaching and learning of History is influenced by the context, in that they use the language that all their History learners understand and are comfortable with which is the isiZulu language. Teacher B contended that:

“I have noticed that most learners are not comfortable with speaking English in front of the whole class, it is always those individuals who try and engage verbally.”

The History teacher participants believe that more exposure to English would have contributed positively to learners’ fluency in English. One teacher argued that:

“The fact that learners who attend this school come from this area has an influence on how I teach History because now I have to take into consideration that I accommodate them by codeswitching to IsiZulu language.”

Again, this indicates that the context within which teachers and learners engage has an influence on the teaching and learning of History and how teachers are experiencing the teaching and learning of History.

History learners' experiences

Learners who participated in this study also attested to the issues of language as a negative experience in the teaching and learning of History. Regarding the medium of instruction, Learner J said that:

“First of all some, of us are not familiar with English and when History is taught, Miss (the teacher) uses IsiZulu language so when you are reading on your own some words are difficult to understand.”

Learner A also expressed fears concerning the use of English as a medium of instruction during History lessons:

“I get scared to express myself in English in class because I am scared that I will say something that will make other learners to laugh at me.”

This expression indicates that English as the language of instruction is also a hindrance to learners' engagement in discussions during History lessons.

The context that the participant learners are exposed to influences the teaching and learning of History which also influences their experiences. The learners confirmed that they have little exposure to the English language which is the official language in the teaching and learning of History and all other subjects except for the IsiZulu subject and Afrikaans. Learner G said that:

“I am used to speaking IsiZulu not English yet when I study History I have to study in English. I am sure my English would have been better had I grew up in suburbs.”

Learner O highlighted that:

“The fact that in this area we speak IsiZulu and even the people who come from outside South Africa end up speaking IsiZulu; this makes us to be only exposed to our language most of the time.”

Learner K added that,

“All the time we communicate in IsiZulu, we even learn English subjects in IsiZulu and we live with people who speak isiZulu language so we are not used to speaking English.”

This shows that the context of rurality influences English competency of learners as they are only exposed to English at school during the English lessons which they also learn in IsiZulu and during History lessons when the teachers forces them to try and respond in English which most of the learners choose not to answer.

5.2.4.2 Issues of Academic language

History teachers' experiences

Data indicates that besides English as a language of instruction contributing to the negative experiences of teaching and learning of History, academic language is also an issue. Teacher B highlighted that in as much as the response to the History teaching and learning is good from grade 12 History learners, however for grade 10 and 11 learners it is not the case. The change in the nature of History essay questions in the examinations seems to have impacted learners' engagement with the History essay questions. This is supported by Teacher B saying that:

“It has become a serious problem for learners to engage with essay questions since they are no longer discursive essays but argumentative essays. The issue is with understanding the question because language is a barrier.”

This highlights the issues of language, albeit in an academic sense. The teacher seems to be confused about the issues of language, the assumption being that learners are struggling with History because they are non-English speakers (language as a medium of instruction), yet the issue is with the nature of History essay questions (academic language) as the teacher further stated in her response. The issue of academic language is therefore a factor that contributes to History teachers' experience of teaching and learning of History in a context of rurality. What teachers taught in class may have been understood by learners who, however, fail to engage with the question because of issues of academic language. Thus, teachers are finding it difficult to assess learners' understanding of History content.

5.2.4.3 Issues of History disciplinary language

History learners' experiences

In the issues of language that History learners raised, it appears that in as much as there is a challenge with the language of instruction, there is also a challenge with disciplinary language. This is raised by Learner E who said:

“History have lots of notes that are difficult to understand”

Furthermore Learner M said:

“History has words that are difficult and confusing. I even confuse people like Gobarshev and Khrushchev.”

One might argue that this speaks to language of instruction. While it may be the case, however the fact that the participants are specific that the History notes are difficult to understand and are confusing speaks to the language of History which is disciplinary language. Learner M shows signs of confusion between historical concepts and concepts that may be found across subjects, for instance Gobarshev and Khrushchev are concepts that may be found in other subject as well since they are not necessarily English words.

While Learner E and Learner M were not clear about the concepts that give them challenges in understanding Learner I gave examples of the concepts that appear mostly in the History subject:

“I still struggle with words such as imperialism and colonialism most of the time I confuse these words.”

As much as these are English words, there are also words that are mainly found in the discipline of History, which is why they can be referred to as disciplinary language.

5.2.5. Underrating of school History

After data analysis of both the teachers and learners' responses to the question of their experiences of History teaching and learning, there is evidence that there is an underrating of History as a subject based on certain negative attitudes and misconceptions. As a result, little attention is given to History in school by both the teachers and learners in general.

History teachers' experiences

History is deemed an easy subject by both the learners and teachers. The assumption is that anyone can take History and pass it as long they can master the dates of events. This has had an impact on teachers who are teaching the subject. This is supported by Teacher A, who said:

“Teaching History is very difficult because first of all History is not taken seriously. Learners come with the mentality that History is just the by the way subject, you just have to know the dates.”

Teacher B added that:

“Learners who are not doing well in Science and Commerce change to History, even those that come from secondary school are pushed to History if they are underperforming.”

This indicates the underestimation of school History by the entire school system. The negative experience is that the learners still fail History because they underestimated it. Furthermore, Teacher B emphasised that the school has experienced cases where learners enroll for History when they are going for grade 11 and how the learners who fail grade 10 are shifted to History classes, especially those that come from the science stream. Teacher C highlighted that as a result they end up with large numbers of learners who have no interest in doing History in the first place. The negative experience is aptly captured by Teacher A, who said that:

“Because most learners do not choose History but History was chosen for them, they are not enthusiastic about the subject and they show little interest on the subject.”

She suggests that choosing History for learners who are underperforming has an influence on how the learners feel about the History subject and how they treat it. Teacher A further highlighted how it is a challenge for them as teachers to work with learners whose interest is not on the subject and who are not driven by any sort of passion for the subject. Teacher B noted that:

“The school system has sort of made Social Sciences learners to think that they are not important and that somewhere somehow there is something wrong with social sciences.”

Furthermore, Teacher B noted that the lack of passion that History learners have derives from a misconception about the social sciences subjects. In her words:

“Learners’ view of History comes from what most people have painted History to be like and it is not a good picture.”

Consequently, this has an impact on how History learners and learners in general receive the History subject which means that teachers must deal with learners who have little passion and love for History. The not so good perception about school History impacts negatively on how teachers experience teaching and learning of History in rural areas.

History learners’ experiences

Learners who are underperforming in other streams tend to register for History under the impression that History is easy. As Learner I said:

“When I did not do well in accounting, for my grade 11 I changed to History.”

The assumption of this learner was that History is easier than accounting. However, this learner revealed History was not what the learners expected hence the assumption was proven to be wrong:

“I thought that my marks were going to improve, but I found out that it was challenging more than Business Studies and Accounting (*Laughter*).”

While some learners, like Learner I, move to History willingly, other learners are moved unwillingly. Learner O said:

“I wanted to do Physics but the principal said that I cannot because my marks were not good and advised me to go to History.”

Learner C concurred that:

“... some of us were not even asked if we wanted to do History or not. We were told that we belong to grade 10 E and grade 10 F.”

All these statements prove the misconception that learners who are doing History are not as competent as the learners who are doing science and commerce. Learner C further explained that:

“My friends and I failed grade 10 in 2017, we were moved to General (History) in 2018.”

The misconception around school History comes from both the teachers and learners. Learner B asserted that:

“Doing History in this school is not nice, learners who are doing Physics have a tendency of referring to us as dummies, they say that the reason we are doing History is because we could not solve for X in Maths and ran to History”.

Therefore, learners in the school seem to believe that every learner who is doing History is not performing well academically, instead of thinking that that some might be taking History due to their interest and passion for the subject. The assumption is that learners are hiding in History because they cannot “solve for X”. The belief is that “solving for X” is important above History hence History learners are not taken seriously resulting in History learners having to endure negative words from their fellow learners.

While Learner B feels that History learners are misjudged by other learners, Learner F emphasised that History is not given deserving attention and care by the school at large. This is evident in the learner’s statement that says:

“The only people who go and learn in town are doing Physics and Maths (*Noise, participants all in agreement*). This goes back to the fact that those who are doing general stream are not taken seriously.”

Furthermore, Learner F argued: “History is not hard we just lack support.”

The underrating of the History subject has proven to impact negatively on the teaching and learning of History as teaching and learning of History is not prioritized hence learners are not given the necessary support resulting in learners having trouble with the subject.

One of the forms of support that the participants say is lacking is in the form of organisation of field trips for History learners. Learners seem to believe that field trips would impact positively on their teaching and learning of History. As mentioned in the previous section that the absence of field trips limits learners in terms of learning strategies and they only rely on the History textbook for their learning strategy of History. The analysis of data indicates that priority is given to the science stream when it comes to field trips. This is supported by Learner N who said:

“As [Learner F] said, we have never went to a field trip as History learners but the learners who are doing Pure Maths and Physics are always going to town to study Maths and Physics and leave us behind.”

Another sign of the underrating of History is that when it comes to weekend and holiday classes, History is given little time. According to Learner A:

“In this school grade 12 comes to school in weekends and during holidays but what I can say is that History is not given much time.”

This contention was supported by Learner K who added

“Yes, we come only once for the entire holidays and I could count days where the morning class is for History, we usually come for Life Sciences and Geography paper 2.”

This indicates the misconception that History is easy and therefore does not need much attention compared to other subjects like life sciences and geography, such that History learners only get to come to school for extra classes once. This contributes to learners’ negative experiences of History teaching and learning in that History learners are not given many slots to learn History outside the school hours as other subjects. Then the improvement in History learners’ academic performance is only limited to the sessions that History learners mostly organize independent of the teachers.

The above sections have been the presentation of findings regarding the negative experiences of both History teachers and learners. The findings in the previous sections shows that both History teachers and learners have been and are experiencing teaching and learning largely negatively as a result of the context in which they engage. The inadequacy of teaching and learning support material and human resources are a root cause of teachers and learners’ negative experiences in rural areas. The negative experiences such as relying on classroom teaching and learning with limited teaching and strategies stems from the inadequacy of teaching resources and the schools’ limited budget to cater for the teaching and learning of History. The issues of language and underrating of History to History teachers and learners also show the experiences of teaching and learning of History in a context of rurality where most learners are studying History unwillingly due to the assumption that anyone can study History.

5.3 Positive experiences

The data shows that although there is a tendency to associate the teaching and learning in rural areas with negativity, there are also several positive experiences. There are two themes that represent positive experiences, which are: the ingenuity of History teachers and learners and the value of History.

5.3.1 Ingenuity of History teachers and learners

The circumstances that both teachers and learners found themselves under propelled them to step themselves up for effective teaching and learning of History. Data indicates that both teachers and learners are resilient to the challenges that they encounter in the teaching and learning of History as influenced by the context in which the teachers found themselves.

History teachers' experiences

The participants revealed that teachers in this school have taken an initiative to improvise by outsourcing assistant teachers who can teach History since the school is understaffed. Amongst the teachers from the school, one was given a workload of History to assist the two teachers who have been teaching History in the school. This is shown by Teacher C, who is a non-History specialist, who highlighted that:

“At first it was like I will be assisting while the school is still looking for a History teacher.”

Furthermore, data indicates that the teacher who was outsourced has been teaching History for a period of three years now:

“I have been teaching History for three years and I have been enjoying it a lot because it is informative.”

This speaks to the school's improvising skill which is a positive experience in that Teacher C has gained historical knowledge and stipulated that she is enjoying teaching History as it is informative. Also this is a positive experience in that teachers in this school seem to be resilient

taking into account that Teacher C is a non-History teacher but has taken up History and is enjoying it.

Another teacher also revealed the outsourcing of History textbooks. Since different schools order different textbooks, teachers exchange their textbooks with teachers from other schools in order to access the textbooks that the school does not own. Teacher B said that:

“I have to ask for favours from other teachers who teaches from other schools for a textbook that we do not own.”

Again, this is a solution to the negative experiences and shows how the teachers have decided to be resilient against inadequate teaching and learning support material. Since the textbook is the dominating teaching and learning support material in this school, teachers have decided not to rely on one type of textbook while minimising costs at the same time by exchanging textbooks with teachers from other schools. Teachers’ experiences of History teaching are that they must work around the inadequate budget and find resources beyond those they have at the school.

Not only have the teachers been outsourcing the textbooks and human resources but have been creative in other ways. The fact that the HOD of Humanities, who is also a History teacher, has turned one of the school storage rooms into a school social science library speaks volumes about the quality of the teachers that are in this school. The library also has books that cater for other subjects like business studies and economics, etc. This is evident in Teacher’s B statement who said:

“With the issue of resources, as the HOD of humanities I have tried to organise a library for Social Sciences but we do have other books for other subjects like Economics, Business studies and Maths.”

Again these teachers seem to show much support towards their learners although circumstances are not always favourable. The books may be outdated as most participants have asserted, but this is a positive experience in that teachers seem to cope well with the issues that come with the teaching and learning of History in this school and they seem to have solutions for their problems.

While other teachers highlight how not having enough relevant material has restricted them on their assessment planning and execution, Teacher B argued:

“In the end the assignments have to be completed by the students so what I do is to set the due date for just after the end of the month”.

This again speaks to the ingenuity of teachers of this school, always coming up with solutions to the challenges that History teachers and learners experience. This is the result of having inadequate library material in the school and again it highlights the challenges that the teachers must battle with during the teaching and learning of History. The rural context in which the school is located also has an influence on the running of the teaching and learning of History as data indicates that Teacher B accommodates all the learners when it comes to the submitting of assessments by scheduling them to the end of the month when at least most of the learners could afford to go and access the library that is in town.

Some of the History teachers in this school have come up with a solution to the issue of language. As a result, teachers teach History in the language that learners are familiar with which is the IsiZulu language. Sometimes they practice some codeswitching. This is supported by Teacher B who said:

“80% of the time I teach History in IsiZulu”.

This is a positive experience in that teachers seem to care more about their learners’ understanding of the History content and after identifying that language of instruction is a challenge for learners, teachers create solutions to enhance their learners’ understanding of History content. Not only have the teachers resorted to codeswitching and teaching History in IsiZulu, they have also adopted the integration of subjects to deal with the problem of language in terms of medium of instruction and academic language. The HOD mentioned that:

“I am now working closely with English teachers to assist learners with understanding History.”

The HOD highlighted that she has witnessed some improvement in how the learners are engaging with History essays. Teacher B emphasised:

“We had a session where an English teacher taught the learners how to write an argumentative essay using History essay question, and Grade 12 learners have been improving.”

The teaching and learning of History has been experienced positively by some of the teachers in a rural school as some improvements have been achieved in grade 12 learners.

History learners' experiences

Not only have learners been assisted by English teachers in the school, but they have been provided with History study guides to assist them with practising the answering of History questions. This is evident in Learner P's assertion that:

“We have study guides so it is better and the study guides help us to familiarise ourselves with the questions that are asked in the exam and in class tests.”

In addition, Learner B indicated that there has been improvement of marks since the provision of study guides when he said;

“My marks have improved ever since we were given study guides, if it is my turn to take it home I practice answering short and long essay questions.”

The participants revealed that learners in this school have taken it upon themselves to help each other understand History and improve their marks independent of the teachers. This has been done through organising extra classes which are conducted at night. The History class representatives took the initiative and spoke to the school principal to grant them permission to come to school at night. Learner C asserted that:

“Prefects came together and spoke to Madam [Principal] to give us the key so that we can come and study in the evening after we are done with afternoon classes and have gone home to change and wash our school uniform.”

Furthermore, Learner C said:

“We meet and study at night as group without the teacher.”

Learners in this school seem to be utilising their time wisely since the night meetings are in addition to the afternoon classes that run after school organised by the school. Learners C, K and O highlighted that their marks have been improving since joined the study group:

“Studying in groups helps a lot, we get to understand the topics better, not to say that Miss [Teacher B] does not know how to teach but when we meet as learners we get to ask the question from other learners who understand better and our marks have been improving.”

Learners emphasised that their marks have been improving, even teacher B recognised their improvement in the History subject. This is supported by Learner O who said:

“[Miss] teacher B said she was happy with how we did in History last term.”

This shows that even the learners are resilient, and their resilience has been yielding fruits as their marks have been improving since they took it upon themselves to meet the History teachers halfway in their teaching and learning of History.

The positivity of the experience by History learners has led to learners who are doing other subjects like mathematics and physics adopting the same strategy that was pioneered by History learners. According to Learner F:

“Some days the learners who are doing physics and Maths join us in the school during night classes.”

Learner A added that:

“In June we decided to ask learners who are doing some subjects like Life sciences and geography to join us in our study group and we have been studying together.”

Despite the differences that learners have about which subject is better than the other, learners in the school have come together to conduct night classes for subjects that they are all doing such as life sciences and geography where they help each other. Learner K raised an interesting point about teamwork and balancing each other, for instance there are students who own smart phones and assist with researching concepts that they do not understand. Further Learner K asserted that they would come together and buy airtime for data bundles to load to the smart phones that they use for research. Again, this speaks to learners finding ways to cope under unfavourable circumstances. Undesirable circumstances have made History learners take a stand for their education particularly in History and they show much ingenuity, positivity and attitude that is positive and are pioneers of positive change. Due to their positive thinking and attitude, their experiences of the teaching and learning of History have changed to be positive as they have been improving academically.

5.3.2 The value of History

The teaching and learning of History has managed to yield some positive results for both teachers and learners. Although the circumstances have not also been favorable for History teachers and learners in rural areas, there are positive things that both History teachers and learners have been experiencing through their engagement with the History subject. Both teachers and learners mentioned historical literacy and historical consciousness which both speak volumes about the value and use of the History subject. This means that teachers and learners' experiences of History teaching in rural areas have not always been negative.

History teachers' experiences

For teachers, school History has enhanced their knowledge about historical events. Teacher C argued that teaching History has allowed for knowledge acquisition and historical consciousness:

“Having being asked to teach History forced me to read in-depth about the topics that I was going to cover in my lesson. Reading History books have allowed me to look at the world differently and to reason with understanding after reading more.”

This implies that school History grants the opportunity to perceive the world using different lens. Furthermore, Teacher C made an example of how some books omit important information while others make that information available to readers:

“The section on TRC mentions how some prominent people like Winnie Madikizela Mandela and Mangosuthu Buthelezi refused to appear on the TRC hearing when they were summoned and goes on to mention that some were granted amnesty while other were not without mentioning why. As a teacher I had to dig deeper and look for books that will give me some explanations.”

This speaks to teachers going beyond textbooks and embarking on research to find multi-perspectives. Teacher B supported this by saying:

“What [Miss] Teacher C is saying is true, you see History has taught me that you have to be the kind of person who looks for information considering that we are teaching real life stories that touches people’s lives so we have to know our story and make learners aware that there are different sides of what we are teaching them in class.”

Both teachers felt that History requires someone who is not lazy to look beyond what the textbook offers. Teacher A shared that:

“The interesting thing about History is that you learn as you teach and you question and become vigilant of the current affairs, as a History teacher I have to keep up with current news because they relate to History and they give me examples I will use in class.”

This speaks to teachers enjoying the teaching and learning of History despite the environment, not only for impartation of knowledge to their learners, but also for their own knowledge enhancement.

History learners’ experiences

History learners shared similar sentiments about the value of History. Learners maintained that leaving the rurality aside, the History subject has managed to shed light about their country, South Africa. This is evident in Learner A’s response that:

“History taught me more about my identity and about where we are coming from as South Africans.”

Other learners felt that without the History subject some valuable information would not be accessible to South African citizens. Learner G noted that:

“They might look down on us but had we not had History subject we would not know all the important information that we are learning in History (*Noise*).”

Learner D added that:

“It is in History where we get to watch movies that talks about the things that happened in the past, when we watched *Sarafina*, we got to see how it was like during apartheid.”

These learners’ responses speak to the value of school History where learners acquire historical knowledge and historical consciousness.

This section on the presentation of findings specific to the positive experiences of History teaching and learning in a rural context has shown that not all hope is lost regarding History teaching and learning in rural areas. Teachers and learners may have experienced the teaching and learning of History negatively, however there are positive aspects that emerge from History teaching and learning in rural areas. Historical knowledge is still achieved regardless, and learners still pass History scoring significant positions provincially.

Summary of findings

In a nutshell from the data that has been generated for the study in question, data analysis indicates that not all is negative in the teaching and learning of History in a context of rurality in South Africa and much can be learnt from those who are directly involved, which in this case are teachers and learners. Both teachers and learners have shown great resilience and positive attitudes towards History teaching and learning and the History subject. The next chapter which is the final one will be discussing the findings in detail that were presented in this chapter.

CHAPTER 6

DISCUSSION OF FINDINGS AND CONCLUSIONS

6.1 Introduction

The focus of this study was on History teachers and learners' experiences of History teaching and learning in rural areas. The findings of this research study which have been presented in the previous chapter indicate that teachers and learners are experiencing the teaching and learning of History in rural areas both negatively and positively. Ultimately their experiences are inextricably linked to the context of rurality. This final chapter of the dissertation is a discussion of findings and presentation of the conclusions that can be drawn from this study.

6.2. Discussion of findings

Previous research, such as *Emerging voices* (2005), says that schools in rural areas function under unpleasant conditions. This study reveals that this is still the case although it has been twenty-five years of a democratic South Africa, and this influences the experiences of teaching and learning. Both teachers and learners put forward that they have had largely negative experiences of the teaching and learning of History due to several factors such as inadequacy of teaching and learning support material (TLSM), inadequacy of human resources, limited teaching strategies, issues of language as a medium of instruction and academic language and the underrating of the History subject. Research also indicates that despite such negative experiences, there are some positive aspects about the teaching and learning of History in a rural context in South Africa, such as the ingenuity of history teachers and learners and the value of History.

6.2.1 Negative experiences of the teaching and learning of History

6.2.1.1 Inadequacy of Information Communication Technology (ICT)

The negative experiences for both History teachers and learners stem from the inadequacy of Teaching and Learning Support Material (TLSM), particularly Information Communication Technology (ICT). As was seen in Chapter 5, the participants said that there is competition over ICT material resulting in other subjects that are deemed by government and school management to be more important, given priority. This also results in teachers resorting to traditional methods of teaching and learning. Literature, as was reviewed in Chapter 2, emphasises the significance of TLSM in the History classroom, particularly visuals. According to Larson and Street (2011), TLSM are a necessary key feature of effective teaching and learning. This is also emphasised by Beeland (2002) and Mayer and Massa (2003) who assert that visuals make teaching and learning result in better understanding of the content. Unfortunately, History learners in this school rely on their own imagination and the imagery that their History teachers and textbooks make during their engagement with History content. Their contextualisation of Historical events is through their rural lenses. Some of the very basic features of teaching and learning are not accessible to these History learners. This is contrary to Laurillard (2002) who asserts that teaching is a process of transferring knowledge through showing, telling and demonstration. For the History teachers and learners in this study, the teaching and learning process covers mostly the telling and, to a limited extent, the demonstration part. The showing part is virtually impracticable because of the unavailability of TLMS that enhances teaching and learning of History through primary sources. Inadequacy of ICT and other TLMS propel History teaching and learning in this study to rely heavily on the textual resources as they are the only available and accessible resources to History teachers and learners.

The result of the inadequacy of TLMS, especially ICT, is that the History teachers and learners relate to simple theories of teaching and learning by Fox (1983), whereby the teaching and learning is informed by traditional methods with the teacher merely depositing knowledge into learners' heads. The theories most likely to be adopted in the schools where there is an inadequacy of ICT as in the school in this study are simple theories as these theories do not require complicated teaching and learning pedagogy. History teachers can adopt the simple theories (Transfer theory) successfully in the case of this school where there are not enough resources. This experience of

inadequacy of ICT also relates to rurality in that the school is located in a community whereby the socio-economic status is low hence buying the stationery for their children beyond what the government has provided is a luxury for parents in rural areas. The fact that learners do not pay school fees due to low socio-economic status also contributes to the inadequacy of TLSM.

6.2.1.2. Inadequacy of library material

The second finding was that History teachers and learners are experiencing the inadequacy of library material. This finding means that although there is a library at the school, the library does not have History books that are useful for History teaching and learning. This also means that History teachers and learners have limited access to multiple perspectives. As shown in the previous chapter, with the limited school budget, the school cannot afford to buy more books that have History content. Although there are some History books, learners and teachers still experience an inadequacy of library material in that the books do not cover topics that are taught in History classes and are also outdated.

As a result of the inadequacy, the History teachers and learners depend heavily on the library that is in the nearest town for useful and relevant information. However, for most of the History learners, access to the library in town is a luxury that they cannot afford because of their low socio-economic status. This experience of inadequacy of library material relates to Bayat et al. (2014), where they stated that schools that are in communities with low socio-economic status have insufficient resources such as libraries, Science laboratories, textbooks and computers which are a necessity to quality education. It also relates to Spaul's (2013) statement that schools that are located in areas where the socio-economic status is low are dysfunctional. While the school in this study is not dysfunctional, the findings show how the teachers and learners experience difficulties.

The inadequacy of library material favours the adoption of simple theories. This experience of inadequacy of library material by History teachers and learners relates particularly to transfer theory where the teacher becomes the reservoir of knowledge on which learners heavily depend (Fox, 1983). However, the findings also showed that the History teachers checked for the learners' prior-knowledge as seen in Chapter 5 where one teacher mentioned that she checks prior-

knowledge from her History learners. This implies that the teaching and learning were also partly informed by shaping theory.

6.2.1.3. Experience of using a History textbook as a domineering resource.

The third finding was the experience of using the textbook as a domineering teaching and learning resource. As shown in the previous chapter, the History teachers and learners view this dominance of the History textbook as a negative experience. Linking this to earlier findings, the overreliance on the textbook limits pedagogy and learners' access to multiple perspectives. Apart from the chalkboard, History textbooks dominate the processes of the teaching and learning of History due to their accessibility and affordability. This is congruent to Loewen's (2008) assertion on how most schools depend solely on the textbooks due to their cost-effectiveness and convenience since they are portable and comparatively easily accessible.

Furthermore, the negative experience also stems from the fact that there are inadequate History textbooks and study guides in the school. In the case of this school, textbooks are available, but insufficient, which explains why, as shown in Chapter 5, History grade 10 and 11 learners end up sharing History textbooks and study guides. This finding relates to rurality in that the school, parents and learners cannot afford to buy their learners stationery and consequently the learners must rely on what the government has provided as asserted by Bayat et al. (2014). As a result, History teachers experience the unpleasant process of borrowing History textbooks that are different from what their school owns to provide their learners with at least different perspectives. This finding relates to the developing theories, particularly travelling theory whereby a teacher takes the learners through a journey where they will discover new information and connect it to what they already know/ learnt in class.

Another negative experience relating to the dominance of History textbooks, in as much as the teachers have an option to outsource different textbooks from other schools, History learners raised the issue of not having enough time to complete their school work due to sharing History textbooks with one or two other learners who are also doing History. This necessitate that they must take turns in taking the textbook home. Learners' responses indicated that History learners in this school

do not engage with the History continuous assignments in the way they should due to the sharing of History textbooks. For instance, some learners end up copying from their fellow learners due to sharing the textbooks with learners that stay far away. The issue raised by the History learners is supported by literature. According to Loewen (2013) learners in most rural schools continue to share textbooks with other learners due to lack of funds to purchase enough textbooks for every learner. Furthermore Loewen (2013) asserts that sharing textbooks is a barrier to effective teaching and learning. This means that the availability of even those resources that are said to be easily accessible, such as textbooks, is still in question in some schools in rural areas of South Africa. This is exacerbated by the fact raised by Gardiner (2008) that families in rural areas cannot afford to buy enough stationery, textbooks and school uniforms for their children. Furthermore, Bayat (2014) asserts that frequently it is the government which buys the stationery and unfortunately it is often not enough. This is the case for the school in this study, making the History teachers and learners victims of the lack of History textbooks.

Husbands (1996), Villano (2005) and Loewen (2013) argue that textbooks may be essential in the teaching and learning of History, but they should not be the domineering resource. This means that the dominance of textbooks in the rural schools hampers the effectiveness of teaching and learning of History. Having a textbook dominating the pedagogy means that learners only have access to the perspectives that are in the textbook, and their knowledge of historical events is mostly limited to what is available in the textbook. Part of the significance of studying History, which is to study the multi-perspectives, is then limited. According to Cantu and Warren (2003) the teaching and learning of History should go beyond textbooks, since textbooks promote rote learning and mere memorising of Historical events. This leaves History teachers without much choice, but to adopt the simple theories by Fox (1989). The dominance of textbooks in the pedagogy makes it a challenge for the adoption of travelling theory where History teachers take learners on a journey whereby the learners are exposed to multiple perspectives. The teachers' lesson planning becomes teacher-centered, based on the textbooks where the teacher asks learners to open to a particular page for the lesson of the day. Indeed, the learners in this study noted that the teacher read the notes and asked them to jot them down in their History exercise books. This relates specifically to the transfer theory by Fox (1989) where the teacher deposits content into learners with the assumption that learners are empty vessels. One may argue that History teachers in rural areas are

unwillingly adopting simple theories of teaching and learning due to lack of resources. However, it must be noted that teachers are resources themselves, human resources. Teachers can check for prior knowledge constantly, since prior knowledge can be accessed outside the school.

The findings revealed that learners in this study run the risk of not obtaining their progress reports at the end of the academic year if they or their partners lose the shared textbook. Therefore, learners do not only experience the stress of not having access to History textbooks whenever they want, they also carry the burden of being responsible for their partner's care/carelessness for the History textbook. The school insists that learners replace the books they lose with new ones which is impossible, considering the low socio-economic status of the community. This agrees with Spaull (2013) and Bayat et al. (2014) who raise the struggles of parents in rural areas regarding their children's stationery. This, therefore, implies that History learners in rural areas have negative experiences of the teaching and learning of History, due to the unpleasantness that comes with the inadequacy of TLSM.

6.2.2. Inadequacy of Human resources.

History teachers and learners in this study also experience the inadequacy of human resources in terms of lack of home assistance and the school being short-staffed regarding History teachers. Spaull (2012) already states that schools in rural areas have a challenge of shortage of teachers. It is the case with the findings of this study, History teachers have heavy workloads due to large History classes and, as a result, marking takes up most of their lesson planning time. This has led to a non-History teacher being given some of the History workload which resonates with William's (2015) statement that most teachers in rural schools are not qualified, since the particular teacher is qualified to teach IsiZulu and Life Orientation. The non-History teacher's preparation schedule is mostly taken by History lesson planning as the teacher lacks content knowledge that Bentram (2012) and Wassermann (2017) deem a key component in teaching and learning. In the case of this rural high school, chances are taken as the teacher has no content knowledge of the subject to a point that the teacher admits to not be in possession of Historical content knowledge. In this way, the lack of human resources in the school leads to negative teaching and learning experiences for both the History and the non-History teachers.

The inadequacy of human resources is also external to the school but impacts negatively on the teaching and learning of History in a major way. The findings revealed that most learners do not receive home assistance with their History work. This finding correlates with Othman & Leng (2011, p.77), who contend that “In rural areas parents are not much involved in the teaching and learning of their children”. It is also congruent with Bayat et al.’s (2014) statement that most rural parents do not hold matric certificates and some of them did not even go to school at all. This relates to rurality in the sense that the level of illiteracy of parents in this rural area impacts on their involvement in their children’s education and home assistance.

Even the History teachers’ assumption is that History learners’ limited prior knowledge is due to lack of home assistance. This assumption is questionable because prior knowledge can also be obtained outside the home. Some learners do get help from home, but the assistance tends to be limited to South African History, to which some of the people at home are exposed. Findings also indicated that knowledge of South African History that parents have comes from oral History not official History. This finding means that teachers can implement developing theory (growing theory) where the teacher will have to move the History learners from what they know (prior knowledge) to what they do not know (History content). The History teachers prune (erasing the unfounded arguments by learners) and cultivate (growing true arguments by learners) as the growing theory necessitate (Fox, 1983).

6.2.3. Limited teaching and learning strategies.

Another finding that highlights the History teachers and learners’ negative experiences of the teaching and learning of History is the limited teaching and learning strategies. The History teachers’ views were that the lack of resources does not allow them to integrate a variety of teaching and learning strategies. As a result, History teaching and learning is mostly informed by the teacher-centered approach. This means that History lesson planning in this school is based on the teacher talk strategy whereby the History teacher is the only one doing the talking and learners are to listen and take notes. This relates to what Paulo Freire refers to as the banking method of teaching through which knowledge is deposited or transmitted to learners as though they are empty

vessels and their duty is to take notes while the teacher does the talking. The assumption in this method is that teachers teach while learners learn. This has a link to Fox's (1983) personal theories of teaching, particularly transfer theory which treats learners as passive recipients of knowledge while the teacher is the reservoir of knowledge. This also means that transfer theory is applicable in the school in this study, although the context is different from where the theory was developed.

The History teachers in this study argue that their teaching methods are influenced by the lack of resources in the school. However, the inadequacy of TLSM should not imply that the teacher talk strategy is the only feasible teaching strategy. A History teacher could still create a learner-centered environment where teaching strategies such as question and answer, facilitation and discussion can be integrated during a History lesson as O'Sullivan, 2004) and Booth (2003) assert that learners can engage and interact through discussions and facilitation to enhance their understanding of the content. It is noteworthy that these teaching strategies can be integrated even though there is a scarcity of resources. Using their prior knowledge, History learners can respond to what was taught in class and take the discussion to another dimension through debates where a History teacher could also learn something new from them. This relates to the growing theory which promotes learner-centeredness whereby teachers are aware that learners are in possession of knowledge that they may have acquired outside the school vicinity, and are not waiting for information to be transmitted into their heads as (Fox, 1983) notes. In the case of this school, a History teacher could make use of class debates and role playing where learners can put their contextualization and imagination into play in relation to a History topic that is being covered in class. Thus, a History teacher will then correct and enhance what learners already know while also learning from History learners.

Some of the teaching and learning strategies that were revealed in the findings can be considered to fall under the traditional method. The History teachers and learners are mostly exposed to classroom History teaching and learning where the chalkboard and chalk are the only guaranteed available resources. This correlates with Hicks (2005) and Ruto and Ndaloh (2014) who contended that despite the growing integration of ICT in the teaching and learning around the globe, the chalkboard remains the standard teaching aid. In the case of this school it must be noted that the chalkboard is the only teaching and learning resource that is more available than the History

textbooks. Again, this is congruent to Hardman, Abd-Kadir, Agg, Migwi, Ndambuku and Smith (2009) who noted that chalkboard availability is surely guaranteed in most, if not all, schools.

The traditional methods, coupled with the low socio-economic status of the community means that there are no field trips, and both teachers and learners consider this to have a negative impact on the teaching and learning of History. This means that the application of the developing theories in this school is limited due to the domination of only classroom-based teaching and learning. According to Fox (1983) History is one of the subjects with content that is like pieces of a puzzle that need to be put together, however the pieces need to be discovered as they are not immediately obvious. This then means that a History teacher needs to lead History learners on a journey in search of the puzzle pieces. The pieces of the puzzle can be found, for example, through integration of field trips, choosing relevant Historical sites and museums, where History learners can find the puzzle pieces with the help of the History teacher. However, in this study, History teachers and learners do not have that luxury of embarking on a literal travelling journey since the closest museum is over 200 km away. Learners' discovery of puzzle pieces is limited to classroom teaching and History textbooks that are on their own, scarce. This means that the adoption of travelling theory is not feasible in such rural schools.

6.2.5. Issues of language

6.2.5.1 Academic language

The findings presented in the previous chapter also showed History teachers and learners experience challenges with language. The History teachers indicated that academic language and the language of instruction are challenges in the teaching and learning of History. This means that the challenge is in engaging with History content and assessments using academic language and English as a medium of instruction. As presented in Chapter 5, History learners are not familiar with the English language and expressed difficulty with History disciplinary language which impacts negatively on the teaching and learning of History. These findings correspond with Batorn and Levstick who assert that language is key to learners' ability to learn History be it by talking or writing. The difficulty with the English language stems from the context of rurality where the

learners are largely exposed to their mother tongue language, which is IsiZulu, making it a challenge for learners to transition to English. The fact that History teachers have resorted to teaching History in IsiZulu for better understanding, seems not to make much of a difference as learners still have to write their examinations and class tests in English. This links to an assertion made by Probyn (2009) that language is an issue in rural schools so much so that teachers use codeswitching when teaching for the benefit of learners. Learners still fail History in the examination, as claimed by Halliday (2004) that the relationship between language and learning is central to learners' understanding of the content.

6.2.5.2. Issues of disciplinary language

Another finding that speaks to issues of language is about the challenge of grasping disciplinary language in History. The learners struggle with Historical concepts such as *imperialism* and *colonialism*, as seen in Chapter 5. This connects to Husbands (1996) who contends that History consists of complex concepts which makes it hard for learners who hold no Historical vocabulary. This challenge is worse for History learners in most areas, such as the one in this study, since they already struggle with English in general. Therefore, what makes it a worse experience is that learners have to write their History examination in a language that is different from their mother tongue, yet it is taught in their mother tongue with a little code-switching to English. The application of travelling and growing theories in such a context is thus challenging.

6.2.6. Underrating of school History

The last finding in relation to negative experiences of History teachers and learners was that the History subject is underrated. This finding means that History is not given deserving credit, and there are misconceptions surrounding the subject. As shown in Chapter 5, some learners are not interested in History and take up the subject unwillingly. Findings indicated that most History learners could not be admitted for Science and Commerce streams that they initially wanted to do because they were deemed as underperforming. The assumption is that anyone can do History and pass, which is why some learners intentionally take it up under the pretext that they will get good marks. This shows how History is underrated by teachers, learners and school management.

Firstly, it is a negative experience for learners to be doing a subject that many people denigrate. Secondly, the teaching and learning experience has shown that learners still struggle with History just as they struggle with other subjects. The fact that learners are still failing History disproves the assumption that anyone can do History.

The underrating of History is also evidenced by the absence of field trips as mentioned earlier. Findings show that other subjects like Mathematics and Physics are given more attention over History to the extent that they even go for field trips. This means that it is not so much about the school not affording field trips, but about priority subjects. Furthermore, during the holiday classes and extra classes (before and after school), History is not allocated many slots on the timetable compared to other subjects. This also speaks to the underrating and misconception that History learners do not need extra lessons.

It is concerning that underperforming learners are pushed to History, yet the very same History is not given attention raises many questions. One would expect that the learners who are deemed as underperforming are given other platforms to improve their academic performance through extra lessons organised for them and other means of teaching and learning that will usher and assist learners to grasp and understand the content better. Instead more attention is given to subjects that are done to top achiever learners. This contradicts the purpose of the school environment which is to educate and impart knowledge to learners.

The root of the underrating of History stems from learners sent to school so that they can secure jobs in the future as Black (2005) states. However, this, is not the only purpose of education. The pressure of low socio-economic status compels the society and learners to study what promises them financial security in future to improve their socio-economic status (Devlin, 2013). It is unfortunate that in most rural areas History is not amongst the popular subject choices because of the perception that it does not open doors to well-paying careers as Van Ommering (2015) notes.

6.2.3. Positive experiences of the teaching and learning of history

The discussion in the previous section showed how frequently the experiences of the teaching and learning of History in rural areas is associated with negativity. However, the findings in Chapter 5 also showed that there are also some positive experiences to be discussed. The two positive aspects pertain to the ingenuity of the History teachers and learners and the value of History.

6.3.1 Ingenuity of History teachers and Learners.

Findings suggest that although History teachers and learners find themselves under circumstances that do not facilitate smooth and favourable teaching and learning, they still display ingenuity and resilience. As seen in Chapter 5, one finding relating to the ingenuity of History teachers was revealed in the case of the non-History teacher taking up the teaching of History due to the school being short-staffed. As Gardiner (2008) notes, most rural schools are under-staffed resulting in teachers teaching subjects that they are not qualified to teach and of which they have limited understanding. However, it can also be regarded as teachers showing ingenuity and resilience towards the circumstances of not having enough staff available for the teaching and learning. For instance in the case of this school, which did not have enough History teachers yet the numbers of History learners were massive due to learners being compelled to do History after performing poorly in grade 9, in addition to those learners who willingly chose History. The non-History teacher has been teaching History for three years and even admitted to enjoying teaching it despite the challenge of lesson preparation using different textbooks. All this makes the experience of teaching and learning History in the school positive. This experience relates to the travelling theory by Fox (1983) in that the non-History teacher is looking for information beyond the prescribed textbooks to discover new information and put it together to conduct the History lesson.

The ingenuity of teachers also appears when one of the History teachers turned one of the school storage units into a place where History learners and learners who are doing other subjects can access information beyond what it offered in class and by the textbook. Previously, the school did not have a library as is the case with many rural schools in South Africa (Olivier, 2006). Although this library may not have many textbooks and books that speak to the prescribed History content, the initiative taken by the History teacher shows that she has an understanding that History teaching and learning should go beyond the History textbook and what is taught in class. This initiative also shows that this History teacher seeks to expose History learners to in-depth

Historical knowledge and multi-perspectives that may not exist in the prescribed History textbook. This relates to the developing theories, particularly growing theory by Fox (1983) in that teachers are creating a platform for History learners to learn History independent of their teachers using the resources that are in the school that learners will later bring to class during discussions. This experience also correlates with the travelling theory by Fox (1983) whereby learners are afforded a chance to look for new Historical knowledge beyond what is offered by the History textbook so that learners discover new evidence that will complete their understanding of History as necessitated by Bain, (2009). The initiative taken by the HOD of humanities who is one of the History teachers in this school shows that the purpose of History teaching is not merely on transferring content, but also to expose learners to other perspectives and new information that they could not find independently. Ultimately, the initiative by the History teacher means that History teachers are then aware that History teaching and learning ought to go beyond traditional methods of teaching and classroom teaching and learning where the teacher is the only one doing the talking.

Another finding highlights that the resilience and ingenuity of History teachers relates to the outsourcing of resources. As seen in the previous chapter, History teachers have also embarked on exchanging their History books with the schools that own different History books. This proactivity is a positive experience, even though it was noted that the process of exchanging History books was sometimes a nightmare. The ingenuity of History teachers relates yet again to the developing theories by Fox (1983). This finding means that History teachers, under any given circumstances still do their best to present different perspectives in History to learners. This correlates with what Lindquist (2009) asserts, that teachers should go beyond the prescribed History textbook as the textbook does not expose learners to multiple perspectives.

The findings in Chapter 5 also show the History learners have also been showing signs of resilience and ingenuity despite the fact that many of these History learners were forced to do History. Realising the size of the challenge of understanding it, the History learners have taken it on themselves to work together independent from their History teachers. As shown in Chapter 5, History learners have taken the action of talking to the school management for permission to use the school premises to conduct their extra History classes. This initiative speaks volumes about the determination of these learners to improve in their History teaching and learning academically

and is thus a positive experience. The ingenuity of these History learners has even been adopted by learners who are doing other subjects.

The History learners come from different socio-economic backgrounds meaning that some are “the haves” while others are “the have nots.” The “haves” own smart phones where they can have full access to internet facilities while the “have nots” do not have electricity, let alone access to internet facilities (Spaull, 2013). In search of further Historical knowledge, the History learners who are comparatively well-to-do share their technological gadgets. This is sign that the spirit of Ubuntu in rural areas still exists which is congruent to Mungai (2007) and Chaplin (2006) who stated that African communities still uphold and abide by the concept of Ubuntu and the learners seem to be strongly rooted in the Zulu phrase “*Umntu ngumuntu ngabantu*” which can be loosely translated into “a person is a person through other people” (Letseka ,2012).

Another issue that is worth noting about the teaching and learning of History in this rural school is that the ingenuity and resilience of both the History teachers and learners, has led to them obtaining very good marks. The school managed to obtain a high pass rate less than 10 years ago where one of the History learners obtained above 95% percent in matric History, which made the learner score a first position in the Ugu district of the province of KwaZulu-Natal. This indicates that not all hope is lost about rural education. However, more research on rural areas has been covering the negative side of rural education, research done by scholars such as Stern (1994); Khattri, Rilley and Kane (1997); Mathis (2003); Jimerson, (2005); and Howley, Rhodes and Beall, (2009); Brownell, Bishop and Sindelar (2018). This is a positive experience in that although the school is functioning under unfavorable conditions, History teachers are able to put the school on the map of the schools that are performing up to the standard and in fact exceeding the standard making the multiracial schools lag behind. For this school in question, to have learners who are top performers in the entire province is an achievement for both the History teachers and learners.

From the findings of this study, there is an indication that even though some of the negative experiences are a result of the context of rurality, some are not. The absence of field trips and excursions is also experienced by History learners in urban schools as Behrendt and Franklin, (2014) note that schools in urban areas are experiencing challenges in implementing field trips. The underrating of the History subject is not only in rural schools, and learners in other schools

continue to experience negativity around the History subject. This is evident in Sears' (2017) assertion that school History lags behind the prioritized subjects in schools due to lack of awareness of Historical significance.

6.3.2The Value of History.

The second positive experience of the teaching and learning of History relates to the value of the subject. The participants revealed how the learners have gained Historical knowledge, especially of their South African History. They have gained more than just knowledge, and developed Historical literacy and Historical consciousness. This experience relates to what Philips (2008) states on the significance of History teaching whereby those who engage with History access knowledge not only on the mere narrative but also with evidence.

Although most History teachers in rural areas center their teaching and learning of History in the teacher-centered approach, one of the History teachers in this school uses both the teacher-centered and learner-centered approach. This History teacher's lesson planning indicated that prior knowledge is checked from grade 12 History learners. This means that this History teacher moves the History learners from what they know to what they do not know and addresses misconceptions. The lack of resources does not stop this History teacher adopting the developing theories by Fox (1983), particularly growing theory where the History teacher acknowledges that learners are in possession of some of the knowledge and a teacher's duty is to enhance that knowledge and remove myths. Growing theory by Fox (1983) entails that a teacher is the gardener that cultivates and prunes the garden while learners are the garden. Through prior knowledge checking and discussions during a History lesson a teacher is then able to cultivate and prune the garden (History learners), thus acknowledging that learners are in possession of knowledge. Growing theory emphasises actively involving learners during the processes of teaching and learning. This finding links to the interactive teaching strategy by Killen (2006) where an emphasis is made on involving learners actively during lessons, rather than learners being passive recipients.

6.4. Conclusions that can be drawn from this study

My study has played a part in addressing the gaps pertaining to the teaching and learning of History in general and in a context of rurality in particular. Research on teaching and learning in rural areas, such as *Emerging voices* (Education policy Consortium, 2015), has focused on how dysfunctional the schools are in rural areas. The voices of teachers and learners in rural areas have been marginalised especially regarding school History.

This study has taken a turn to focus on the experiences of History teachers and learners pertaining to rural education and how they make meaning of their lived experiences of History teaching and learning. What emerges from this study is that there is much negativity associated with school History. There are misconceptions about History and learners are not given a choice to willingly study it. The misconception is that History will limit the learners' career choices as History is deemed as not offering many good career opportunities to free them from the poverty of rural areas. Those who show interest in the subject, whilst being of good academic standing are even discouraged to study History and made to take other subjects from the Science and Commerce streams, while those who show little or no interest in the subject are compelled to do History simply because their academic standing is poor. Poor academic performance in History is related to rurality in that learners are studying in schools where there is an inadequacy of resources that is key to teaching and learning.

One of the research questions for this study was on History teachers' experiences the teaching and learning of History in a context of rurality. The findings show that their experiences are both negative and positive as a result of History lagging behind and being favored less by the school management. The conclusion that can be drawn is that the negativity that teachers experience cannot always be associated with rurality, rather the lack of awareness of the use and the value of History. Lack of support structures contribute to the negative experiences of History teachers who are expected to teach most History learners that have no passion and interest for it. This experience is not related to rurality per se. It is noteworthy that issues such as teaching and learning support material, pedagogy, and language also contribute to the negative experiences. On the positive side, the teachers show great signs of resilience and ingenuity through all the challenges and negativity that surround the teaching and learning of History.

The second key research question focused on History learners' experiences. The conclusion is that although History learners lack support, their negative experience of the subject come from the issue of language of instruction because their context does not sufficiently expose them to the English language as the curriculum necessitates that English be the medium of instruction. This experience is the result of the context of rurality. The overall conclusion regarding the teaching and learning of History in rural school is that preference of other subjects over History is the root of the most negative experiences by History teachers and learners.

How the context influences the teaching and learning of History is evidenced by how History learners cannot afford resources that will enhance their contextualization of Historical events. Their contextualization of many events is through their rural lenses. The issue of not accessing the library whenever the History learners wish is associated with rurality coupled with the fact that to access the library the learners will have to go to the one in town which is far by over 100 km.

It is noteworthy that both the History teachers and learners have mentioned positive things about the teaching and learning of History. Historical literacy and Historical consciousness have been pointed out to be amongst what they have gained from History despite the underrating of History and the challenges associated with rurality. Learners have gained more knowledge about their country, and teachers have experienced exposure to more information and different perspectives through research for lesson planning.

Another conclusion that can be drawn from this study is that the personal theories of teaching and learning by Fox (1983) can be applied in the teaching and learning of History in rural areas to some extent. The simple theories are more applicable without major challenges. However, it is not the case with the developing theories especially the travelling theory due to limited teaching and learning support material and the inadequacy of funds to support the journey to discover new evidence in History.

6.5. Reflections on the study

6.5.1 Methodological reflections

Most of the limitations of this study came from the data generation process. The principal and the History teachers were not comfortable with my presence in the school. During the semi-structured interviews and focus-group discussion the History teachers felt as if I was there to question and judge their ways of teaching History. To deal with the situation, the rationale of the study and the purpose were clearly stated and that the information to be obtained as data was for degree purposes. As a researcher, I should have emphasised to teachers that I was not there to question or judge their teaching strategies but to get an insight into how they have been experiencing the teaching and learning of History. That way, I would have generated even more in-depth information, particularly about their actual practices, which they did not seem too keen to share.

History learners were suspicious that their responses will be known by the principal and their History teachers. However, after explaining the purpose of the study the principal, History teachers and learners were then at ease and showed great enthusiasm during their participation in the study.

The language of data generation was a barrier, since the participants preferred using IsiZulu which is their mother tongue. As a result, both the interviews were conducted in IsiZulu. Data was then translated before transcription. Although I am also an IsiZulu speaker my translation of data may be questionable as my subjectivity comes into play.

Another shortcoming of this study was time. Data was generated after school hours and most of the participants lived very far from the school. I had to let those who use the staff cars go which means that I did not generate data from all the participants.

The fact that only one school was selected as a case study means that the findings cannot be generalised to a larger group. As the researcher I could have used two rural High schools although in the area where the study was based, only one school offers History. Another rural school from another area could have been chosen.

6.5.2 Review of the study

This study aimed to explore how History teachers and learners have been experiencing the teaching and learning of History in a context of rurality through foregrounding the voices of the actual History teachers and learners. The aim of this study was to provide an opportunity for History teachers and learners to interpret their understanding of their personal experiences of the teaching and learning of History in the context in which they engage.

I started by giving the orientation to the study and the brief background. The two main research questions and clear objectives of the study with rationale were outlined. I then reviewed literature in Chapter 2 whereby the concepts of teaching and learning was engaged with looking at how different scholars conceptualize the concepts of teaching and learning. In the literature review chapter, it was clear that teaching and learning occur simultaneously and the two cannot be separated. The concept of rurality and rural education was engaged with where literature indicated that even though the country, South Africa is twenty-five years into democracy, rural education is still in question and much intervention still needs to be instigated.

In terms of the theoretical framework, I unpacked the personal theories of teaching and learning by Fox (1983) that he developed in a context of higher education. The four theories that Fox (1983) categorized into two groups, transfer and shaping theory, which are simple theories and travelling and growing theory which are developing theories have been engaged with looking at their applicability in the context of rurality and the context of basic education. These theories, to some extent, are applicable to rural schools in a History class.

The research design and methodology chapter consisted of paradigm, research methodology, research design, data generation methods and ethical considerations. In Chapter 5 I presented the findings, organized into themes

I concluded this dissertation in this chapter by discussing the findings that emerged from generation of data on how History teachers and learners have been experiencing the teaching and learning of History in a context of rurality.

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APENDIX A



education

Department:
Education
PROVINCE OF KWAZULU-NATAL

Enquiries: Phindile Duma

Tel: 033 392 1063

Ref.:2/4/8/1698

Ms N Mqadi
PO Box 13319
Mehlomnyama
Port Shepstone
4240


Dear Ms Mqadi

PERMISSION TO CONDUCT RESEARCH IN THE KZN DoE INSTITUTIONS

Your application to conduct research entitled: **"EXPLORING THE TEACHING AND LEARNING OF HISTORY IN A RURAL CONTEXT: A CASE STUDY OF A SELECTED SOUTH AFRICAN RURAL HIGH SCHOOL"**, in the KwaZulu-Natal Department of Education Institutions has been approved. The conditions of the approval are as follows:

1. The researcher will make all the arrangements concerning the research and interviews.
2. The researcher must ensure that Educator and learning programmes are not interrupted.
3. Interviews are not conducted during the time of writing examinations in schools.
4. Learners, Educators, Schools and Institutions are not identifiable in any way from the results of the research.
5. A copy of this letter is submitted to District Managers, Principals and Heads of Institutions where the Intended research and interviews are to be conducted.
6. The period of investigation is limited to the period from 18 December 2018 to 01 May 2021.
7. Your research and interviews will be limited to the schools you have proposed and approved by the Head of Department. Please note that Principals, Educators, Departmental Officials and Learners are under no obligation to participate or assist you in your investigation.
8. Should you wish to extend the period of your survey at the school(s), please contact Miss Phindile Duma at the contact numbers below.
9. Upon completion of the research, a brief summary of the findings, recommendations or a full report/dissertation/thesis must be submitted to the research office of the Department. Please address it to The Office of the HOD, Private Bag X9137, Pietermaritzburg, 3200.
10. Please note that your research and interviews will be limited to schools and institutions in KwaZulu-Natal Department of Education.

UGu District


Dr. EV Nzama
Head of Department: Education
Date: 20 December 2018

KWAZULU-NATAL DEPARTMENT OF EDUCATION

Postal Address: Private Bag X9137 • Pietermaritzburg • 3200 • Republic of South Africa
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Facebook: KZNDOE... Twitter: @OBE_KZN... Instagram: kzn_education... Youtube: kzndoe

...Championing Quality Education - Creating and Securing a Brighter Future

APENDIX B



31 October 2019

Ms Ntombiyoxolo Mqadi (214519047)
School of Education
Edgewood Campus

Dear Ms Mqadi,

Protocol reference number: HSS/0457/019M

Project title: Experiences of the teaching and learning of History in a context of rurality: A case study of a selected South African rural High School

Approval Notification – Expedited Application

This letter serves to notify you that your application received on 25 April 2019 in connection with the above, was reviewed by the Humanities and Social Sciences Research Ethics Committee (HSSREC) and the protocol has been granted **FULL APPROVAL**.

Any alteration/s to the approved research protocol i.e. Questionnaire/Interview Schedule, Informed Consent Form, Title of the Project, Location of the Study, Research Approach and Methods must be reviewed and approved through the amendment/modification prior to its implementation. In case you have further queries, please quote the above reference number. PLEASE NOTE: Research data should be securely stored in the discipline/department for a period of 5 years.

This approval is valid for one year from 31 October 2019.

To ensure uninterrupted approval of this study beyond the approval expiry date, a progress report must be submitted to the Research Office on the appropriate form 2 - 3 months before the expiry date. A close-out report to be submitted when study is finished.

Yours sincerely,



Professor Urmilla Bob
University Dean of Research

/ms

Humanities & Social Sciences Research Ethics Committee
Dr Rosemary Sibanda (Chair)
UKZN Research Ethics Office Westville Campus, Govan Mbeki Building
Postal Address: Private Bag X5100, Durban 4000
Website: <http://research.ukzn.ac.za/Research-Ethics/>

Founding Campuses:  Edgewood  Howard College  Medical School  Pietermaritzburg  Westville

INSPIRING GREATNESS

APENDIX C



UNIVERSITY OF
KWAZULU-NATAL

HISTORY EDUCATION, SCHOOL OF EDUCATION

UNIVERSITY OF KWAZULU-NATAL, EDGEWOOD CAMPUS

PRIVATE BAG X03 ASHWOOD 3605,

SOUTH AFRICA

Informed Consent

Experiences of the teaching and learning of History in a rural context: A case study of selected rural high school

CONSENT

I have been informed about the study entitled
.....by
.....

I understand the purpose and procedures of the study (add these again if appropriate).

I have been given an opportunity to answer questions about the study and have had answers to my satisfaction.

I declare that my participation in this study is entirely voluntary and that I may withdraw at any time without affecting any of the benefits that I usually am entitled to.

I have been informed about any available compensation or medical treatment if injury occurs to me as a result of study-related procedures.

If I have any further questions/concerns or queries related to the study I understand that I may contact the researcher at (provide details).

If I have any questions or concerns about my rights as a study participant, or if I am concerned about an aspect of the study or the researchers then I may contact:

HUMANITIES & SOCIAL SCIENCES RESEARCH ETHICS ADMINISTRATION

Ms Duduzile Dlamini

University of KwaZulu-Natal

University Research Office – Research Ethics Offices

P/Bag X54001

Durban, 4000

Tel. No. 031 260 4557

Email: dlaminid1@ukzn.ac.za

Email: HssrecHumanities@ukzn.ac.za

Additional consent, where applicable

I hereby provide consent to:

Audio-record my interview / focus group discussion YES / NO

Audio-record my interview/ semi-structured (one on one) YES / NO

Signature of Participant

Date

Signature of Witness

(Where applicable)

Date

Signature of Translator

(Where applicable)

Date

APENDIX D

Interview questions

Focus group interviews question (teachers and learners but separate sessions)

1. How have you experienced the teaching and learning of History?
 - Probing questions
2. Exit question: have you been enjoying the teaching and learning of History?

Semi-structured interviews (Teachers).

1. How long have you been teaching History in a rural area?
2. On a day to day bases how does your lesson plan look like? Why?

Probing questions

- Planning
 - Assessments
 - Resources
 - Which teaching strategies do you use for the teaching and learning of History?
3. In a few word describe your experiences of teaching and learning of History.
 4. In what way do you think the teaching and learning of History is informed by your context?
 - **Probing**

Semi-structured (Learners)

1. How long have you been learning History in rural areas?
2. Can you describe your normal History lesson
 - **Probing**
 - Resources
 - Assessments
 - Teaching and learning strategies
 - Teacher preparedness
3. In a few words describe your experiences of teaching and learning of History.

APENDIX E

Angela Bryan & Associates

6 Martin Crescent
Westville

Date: 24 February 2020

To whom it may concern

This is to certify that the Masters Dissertation: Experiences of Teaching and Learning of History in a Context of Ruralness: A Case Study of a South African Rural High School written by Ntombiyoxolo Mqadi has been edited by me for language.

Please contact me should you require any further information.

Kind Regards

Angela Bryan

angelakirbybryan@gmail.com

0832983312

Experiences of History teaching and learning

ORIGINALITY REPORT

9%

SIMILARITY INDEX

2%

INTERNET SOURCES

3%

PUBLICATIONS

9%

STUDENT PAPERS

PRIMARY SOURCES

1

Submitted to Midlands State University

Student Paper

3%

2

Submitted to University of KwaZulu-Natal

Student Paper

2%

3

Submitted to North West University

Student Paper

<1%

4

Submitted to University of Zululand

Student Paper

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