

# ANALYSIS OF TEACHER QUALITIES FOR SUCCESSFUL HISTORY LESSONS IN GENERAL AND TECHNICAL HUMANITIES CYCLES IN KINDU

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**ABSTRACT: -**

*This study falls within the framework of the didactics of history teaching. When discussing history education, several factors can influence student learning. These include the students' own skills, expectations, motivation, and behavior, as well as parental education. However, teachers' qualifications, knowledge, attitudes, and practices, along with the school climate, are also crucial to the learning process. Didactics of teaching addresses the conditions under which knowledge, skills, and attitudes are acquired. In the case of history teaching, its success depends on the collaboration of several stakeholders, such as the physical and pedagogical organization of schools, the teachers (who are the focus of this research), the students, the parents, and even the overall school environment. Currently, we have thought it important to reflect on the teaching of History in the general and technical humanities of Kindu by emphasizing the qualities that can be attributed to the teacher so that he succeeds in his lessons in this discipline.*

**Keywords:** *teaching and learning, didactic guidelines, professional qualities, teaching practices, objectives-based pedagogy, competency-based approach.*

## INTRODUCTION

The teaching of history is not an end in itself, but a process dependent on several factors which involve not only the teacher for its success, but also the student, the subject matter, the methods and techniques, the language, the interest, the approaches, the program, the evaluation, the teaching and didactic materials, as well as the environment in which the teaching takes place.

Thus, by analyzing history lessons as taught by teachers in general and technical secondary schools in the city of Kindu, we asked ourselves, "What qualities can we attribute to teachers to enable them to deliver successful lessons?" This situation raises three specific questions: Are the qualities so crucial for teaching and delivering successful history lessons known and mastered by teachers in general and technical secondary schools in Kindu? Is it possible to identify these qualities to improve their performance? What difficulties do teachers encounter in teaching this subject, and how can we help them overcome these challenges to improve the effectiveness of their lessons? These questions form the guiding thread of this research, which falls within the field of didactics in historical sciences.

The desire to transform the education system is a constant among our governments. Improvement is always conceived in mechanical terms: changing curricula, better training teachers (EKANGA, 2012). However, a country's development is partly linked to the quality of its education and its educational system. Therefore, it is essential to do everything possible to ensure that all countries strive to improve the quality of their education at all levels in order to better meet increasingly high and pressing social and economic expectations (RAMANAMAMONJY, T., 2016).

And yet, school is an institution where collective teaching takes place across various disciplines to develop an individual's physical, mental, and moral capacities so that they can succeed in life. One of these disciplines is History, which has been part of the school curriculum in the Democratic Republic of Congo since the 19th century, introduced by Christian missionaries (KITA, KM 1982). It falls under the umbrella of general education, national awareness, and civic responsibility. As can be seen, history is indispensable, as students must be made aware of all past events to become fully-fledged citizens (KAKE BABA, I, 1982).

The objective of this study is to recall, inventory and analyze these qualities which are attributable to the history teacher and to propose recommendations relating to the improvement of the quality of this teaching in the general and technical humanities of Kindu.

Previous work conducted in other African or European contexts (Charles Heimber and Valérie Opériel (2008), Louis le Vasseur and Jean-François Cardin (2013), Viateur Karwera (2012), Ramanamamonjy. T. (2016), Kaligho. K. (1985), E. Mbokolo and P. Mabilia (2021), Kandolo. M. (2022), ...) relating to the teaching and learning of history has shown that dominant teaching practices in this discipline do not foster the critical intellectual skills necessary for successful history lessons and the formation of an informed citizen capable of actively participating in the development of society, as observed by Paul Serufuri. H. (2022), through their ability to question society as it is. It is therefore essential to fill this gap by introducing a series of innovative practices in history classrooms. These include, in particular, the selection of appropriate teaching paradigms, the improvement of overall communication during teacher-student interactions, the integration of new information and communication technologies (ICTs), the use of suitable history textbooks and teaching materials, and so on. Therefore, the involvement of decision-makers at all levels is a major asset for history to regain its rightful place in education.

## MATERIALS AND METHODS

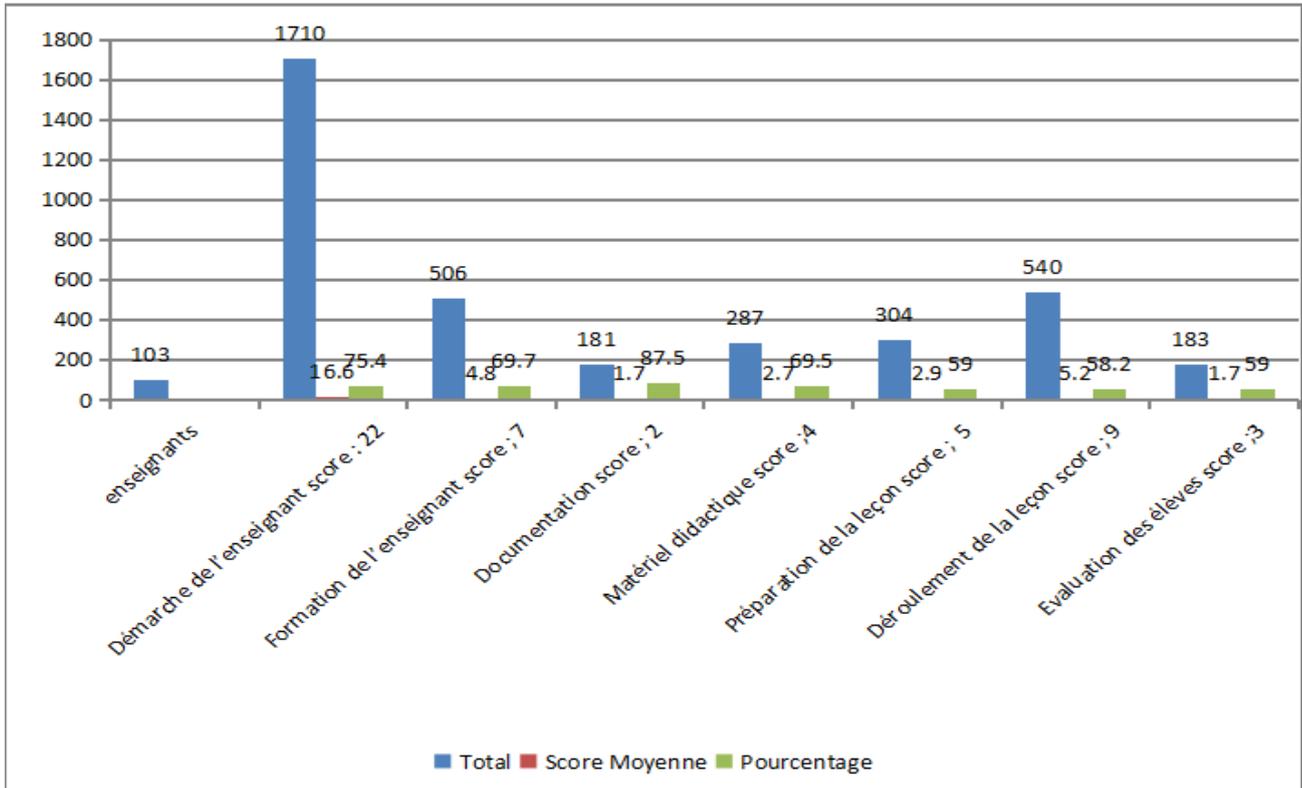
The study was conducted in the city of Kindu, capital of Maniema Province, located in eastern Democratic Republic of Congo. Kindu comprises three administrative communes: Kasuku, Mikelenge, and Alunguli. The choice of this city was justified by the fact that several higher education institutions have been operating in Kindu for over 20 years, implying that Kindu's secondary schools are staffed with qualified teachers in various fields who provide quality education and possess moral and intellectual qualities comparable to their counterparts in rural areas. However, as can be seen, these teachers and their teaching constitute a vast and virtually unexplored field of research.

The target population consisted of history teachers from three communes in the city of Kindu. A total of 246 teachers were included in the study. However, a sample of 103 teachers per grade level was selected to ensure representativeness of the teachers according to the chosen variables: gender, level of education, seniority, management system, and commune of residence. The choice of sample size (n=103) was based on feasibility considerations and the need to obtain a sufficient sample size for reliable statistical analyses.

To this sample, we administered a survey questionnaire organized around seven themes (Teacher Approach, Teacher Training, Documentation, Teaching Materials, Lesson Preparation, Lesson Delivery, and Assessment), each comprising a number of questions. The collected data were entered and analyzed. Descriptive analysis allowed us to calculate frequencies and percentages to assess levels of knowledge, attitudes, and practices. The results were then presented in tables to facilitate interpretation. Associations or relationships between the selected variables were tested using the chi-square ( $\chi^2$ ) test, with a significance level set at  $p < 0.05$ .

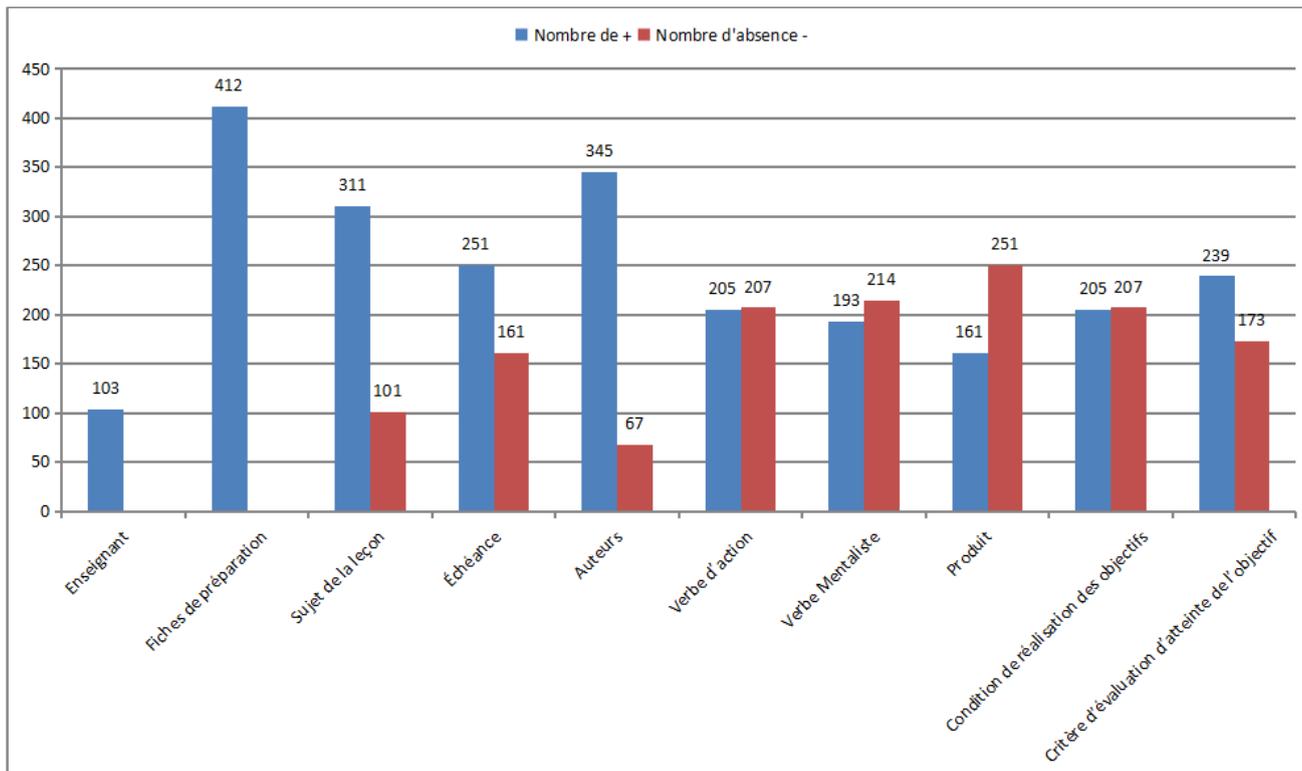
## PRESENTATION OF RESULTS

**Graph 1:** Score relative to the different themes selected by teachers in the survey questionnaire as qualities attributable to History lessons



**Graph 1** shows that the scores given by teachers for the chosen themes in the questionnaire were as follows: 75.4% for the theme related to the teacher's approach (22 points), 69.7% for the second theme relating to teacher training (7 points), 87.5% for the third theme relating to documentation (2 points), 69.5% for the fourth theme on teaching materials (4 points), 59.0% for the fifth theme related to lesson preparation (5 points), 58.2% for the sixth theme on lesson delivery (9 points), and 59.0% for the seventh theme dealing with student assessment (3 points). This high percentage concentration on the chosen themes clearly demonstrates the teachers' thoughtful approach in providing the elements considered essential qualities for successful history lessons.

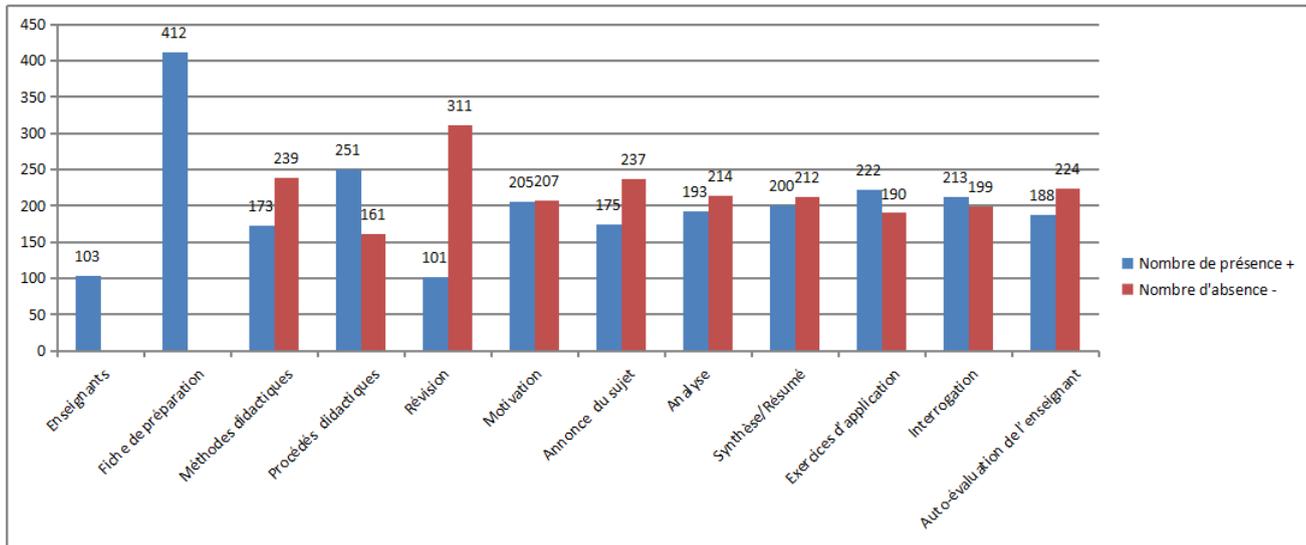
**Figure 2. Different components that should be included in the learning objectives of lessons**



**Graph 2** shows that out of a total of 1648 history lessons analyzed (because we analyzed 4 lessons per teacher), 311 out of 412 teachers included the lesson's subject in the teaching activity (75.4%), while 101 did not (24.5%). The deadline component was addressed by 251 teachers (60.9%) compared to 161 (39.0%). 345 teachers included the author

component (83.7%), while 67 omitted it (16.2%). 205 teachers included the action verb component (49.7%), compared to 207 (50.2%). Conversely, 198 teachers used mental verbs (48.0%), while 214 did not (51.9%). Regarding the performance section, 161 teachers responded (39.0%) compared to 251 (60.9%). 205 teachers (49.7%) identified the implementation condition component, while 207 (50.2%) did not. As for the evaluation criteria section, 239 teachers responded (58.0%) compared to 173 absences (41.9%). Every teacher, regardless of their qualifications, must define the lesson's learning objectives to determine the expected outcomes. This formulation must, however, take into account the components as shown in the graph under analysis. The definition of these components varies depending on the variables considered in this study.

**Chart 3. Different teaching activities that teachers must include on each lesson plan**



Reading graph no. 3 shows that out of a total of 1648 History lessons analyzed, 173 out of 412 teachers indicated their presence in the teaching methods category, i.e. 41.9% compared to 239, i.e. 58.0%; 251 in teaching procedures, i.e. 60.9% compared to 161, i.e. 39.0%; 101 in revision, i.e. 24.5% compared to 311, i.e. 75.4%; 205 indicated their presence in motivation, i.e. 49.7% compared to 207, i.e. 50.2%; 175 in announcing the topic, i.e. 42.4% compared to 237, i.e. 57.5%; 193 in analysis, i.e. 46.8% compared to 212, i.e. 51.4%; 222 for the application exercise, representing 51.6%, compared to 199, or 48.3%, and 188 for the teacher's self-assessment, representing 45.6%, compared to 224, or 54.3%. In addition to setting the lesson's learning objectives, the teacher must present the various classroom activities on each lesson plan sheet, because, as they say, the success of a lesson largely depends on its preparation.

The results show that, following the survey, teachers selected 52 themes considered to be qualities attributable to teachers for the success of their history lessons. It also emerged that, at the end of the survey, each teacher was required to incorporate a number of components that should be included in the formulation of learning objectives for history lessons (lesson topic, deadline, author, action verb and/or mental statement, output, conditions for completion, and criteria for evaluating achievement of the objective). Furthermore, the survey revealed that teachers identified the various activities that should be included in each lesson (teaching methods, teaching techniques, review, motivation, introduction of the topic, analysis, synthesis and/or summary, application exercises, questioning, and teacher self-assessment). We also observed that the variables considered changed.

As for the relationships between variables, the chi-square test used showed us that no relationship of independence exists between the variable "qualities attributable to teachers for the success of their lessons" and all the other study variables considered.

**DISCUSSION**

The objective of this study was to verify whether teachers are aware of the qualities that can be attributed to them for the success of their History lessons, to inventory and analyze these qualities, to present the difficulties encountered by teachers of general and technical humanities in Kindu in better teaching and succeeding in their History lessons and to propose recommendations relating to the improvement of the quality of History teaching.

From a socio-professional perspective and more generally, the success of a history lesson depends on the national curriculum, teaching materials, textbooks, the personality of the teacher (who is the focus of this research), and the social environment in which the activity takes place. However, having all these elements is not enough for a teacher to guarantee successful lessons. This aligns with the observations of Le Roux (1995), who emphasizes that a successful lesson is a combination of many factors. The teacher must therefore possess certain elements that we call the professional qualities of a teacher, including competence, qualifications, seniority, experience, continuing education, critical thinking, .....in short, having adequate psychopedagogical training.

However, the teaching of history in general and technical humanities programs in Kindu's secondary schools faces many difficulties. These difficulties are pedagogical, material, infrastructural, and even institutional. Students' difficulties with history, teachers' teaching methods, and the school environment combine to hinder the smooth progress of teaching (FERRE, A. 1969).

Thus, the proposed solutions will focus on improving students' learning conditions (mastering French, the language of instruction ( CLERE, 1995), motivating students to read and research, providing academic support for students, and encouraging students to use timelines), improving teachers' working conditions (to work more effectively, teachers must engage in continuous professional development, DESAMAIS and GINESTE, 1963) , and improving the school environment and teaching practices (the school environment is one of the factors that influence the quality of teaching and results , BOUVIER, F., 2009 ). To achieve this, documentation, teaching materials, and infrastructure must meet the needs of both teachers and students.

These results confirm the initial hypothesis that the success of history teaching depends on many factors; factors we have identified as related to students, teachers, and the school and teaching environment. Like all field research, this work has certain cross-cutting limitations, as the use of a cross-sectional method did not allow for measuring teachers' knowledge and attitudes over time, and the sampling, limited to a single city, did not allow for generalizing the results to the entire country.

## CONCLUSION

The interest we have shown in this work lies in the fact that it is part of ongoing reflections and research developed and conducted with the aim of improving the quality of history teaching at the secondary, general, and technical humanities levels in Kindu. By analyzing history lessons as delivered by teachers in these schools, we sought to address a fundamental question: " What qualities can we attribute to a teacher to ensure the success of their history lessons? "

After analyzing the data obtained, we noted that the qualities attributable to teachers for succeeding in their history lessons amount to 52 and vary according to the types of secondary education organized, gender, level of education or instruction, seniority in the teaching career, school management schemes and the residential commune of the teachers.

In seeking the relationship of dependence between the variable "qualities attributable to teachers for the success of their history lessons" with the other variables retained in this study, we used the chi-square ( $\chi^2$ ) of contingencies with or without Yates correction.

Following this analysis, we found that the null hypothesis of interdependence between the variable "qualities attributable to teachers for the success of their history lessons" and the selected variables is accepted. We found no relationship of independence between the variable qualities attributable to teachers for the success of their history lessons and all other study variables considered.

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