Perception Toward Secondary History Curriculum Among Somali Students in Malaysian Higher Institutions

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ABSTRACT

The objectives of this study were to detect whether the integration model is invariant across three different History curriculums. The essential purpose of this research was also to decide whether the hypothesized perception towards the secondary History curriculum model fit the data. An ultimate sample size consisting of (n=350) participants was employed for this study. The second phase of data was analysed employing two software tools which were SPSS and AMOS. SPSS edition 16.0 was run for the entire descriptive process and EFA, whereas the AMOS tool edition 18.0 was employed to run the Confirmatory Factor Analysis to examine the hypothesized model fit of the intended data. However, the predicted model result depicted that there are no significant variations among S/Somalia, S/Land, and Punt land students in the perception of the secondary History curriculum between them.

KEYWORDS: S/Somalia; S/Land; Punt Land; perception; history; curriculum; textbooks

INTRODUCTION

Social science textbooks are the main assets that instill educational citizenry into young generations in the majority of countries. David (1999) demonstrates that the approval of the content of the textbooks by the Ministry of Education is different from one country to another. For instance, Holland, Italy, New Zealand, Britain, Australia, and Sweden have no structure for the specific approval of schoolbooks. In contrast, it is compulsory in some countries to going approval from the Ministry of Education. These countries are Singapore, France, Germany, Japan, Korea, the majority of the Canadian provinces, and 21 of the 50 states in the USA (David, 1999). In Spain, textbooks must have the objectives of the contents and the evaluation methods (David, 1999). The textbook is one of the important methods which stand for the kind of nation that is anticipated by the country. National curriculum and the unity of a nation is the central government's responsibility.

The main purpose of the national History curriculum is to avoid clashes and to encourage integration among the students by respecting the customs and traditions of each ethnic group (Fawsia, 2001). For example, in Malaysia, the pupils are taught the narrative or the local story in which Ali (a Malay person's name) and Ah Chong (a Chinese) assist Raju who is Indian. The main aim of this local story is to integrate Malaysia's different ethnic groups. From the theory of integration, it is supposed that the integration between majority ethnic Malay and minority Chinese, Indians, and others can improve in cooperation between them (Fawsia, 2001).

In 1991 the Somali government led by the late dictator Mohammed Siyad Barre collapsed and the educational system of the country buckled with it. Following this, every

school came up with its own History syllabuses and the educational system of the country became the responsibility of non-state actors and United Nation Organizations. Each school administration that emerged out of the collapsed central government started to borrow foreign curricula from states like Sudan, Kenya, Saudi Arabia, and Britain to mention just a few. The problem is that these different curricula, particularly History syllabuses in secondary schools, created confusion among the Somali students since they have to prepare for school leaving general examination and it left a great effect on their perception. Students study, History, Geography, and literature which are completely alien to them because they reveal perceptions about places far away from their society Cassanelli, 2007). Some are very old like Saudi curricula while others are very complex such as the British syllabus. However, there are several studies that concentrate on other dimensions such as the values of history, the importance of national stories in history, and the relationship between teaching history and citizenship conducted by Phillips and Wood in 1999.

According to Fawsia (2001), adopting foreign syllabuses not only encourage foreign habits of thinking, perceptions, culture, customs, and different sense of identity or ethics but also promotes to localized groups rivalry common in Somalia. The new different syllabuses are totally different from those used before 1991. It reflects and transmits knowledge, cultures, loyalty, perception, languages, and beliefs without giving adequate and sufficient attention or consideration to Somali traditions, History, and values.

This study explores the influence of different History curricula on Somali students' perceptions. It is a study of the perception toward secondary history curriculum among Somali students in Malaysian higher institutions. In an endeavour to conduct this, the researcher uses quantitative methods such as descriptive analysis, and Confirmatory Factor Analysis (CFA) which is part of Structural Equation Modelling (SEM) to examine the perception of secondary History curriculum among Somali students in Malaysia higher institutions model which have been adopted from Phillips and Wood (1999). In addition, Confirmatory Factor Analysis will be employed in confirming and hypothesizing perception towards the secondary History curriculum model among Somali students in Malaysian higher institutions. Undergraduate students who represent three regions that emerged after the collapse of the Somali central government in 1991 who are studying in Malaysian higher institutions were surveyed to explore and confirm their perception of secondary History curriculum among Somali students in Malaysian higher institutions.

The concept values of teaching history are that students learn the relationship between past and present and can explain and interpret the importance of history in understanding the current situation and in forecasting, deciding, and mapping the future. Past investigation stresses societies; places, heroes, and changes, and changes guidance provide the future. Students learn values of loyalty, common knowledge, and behaviour through history curriculum (Tasmania, 2007).

Few studies however have been conducted beyond examining perception toward secondary history curriculum among Somali students in higher institutions. In order to produce a correlation between secondary history and integration among students it is significant to examine factors in the history curriculum that contribute sense of identity and patriotism. Addressing the present challenges in the perception towards secondary history curriculum. There are a few obtainable research that presents understandable evidence that secondary history curriculum integrates and supports loyalty behaviour among students. Thus, this study was carried out to address the existing gap (Braungart & Braungart, 1997).

Usually, regions affected by civil war like Somalia and some regions in Africa, Asia, and the Balkan States demonstrate panic, fear, incurable doubt, and distrust. Teaching History can assist pupils to grow to be engaged, loyal citizens. History subjects must be educated and taught in a method that encourages students to think in their possess aptitude to achieve

constructive developments in their community and contribute stability, loyalty, and nation-building (Elizabeth & Barsalou, 2006).

From educational History studies in schools, pupils can learn about their families, identity, tribes, and their societies' robustness as portrayed in their national History. Teaching History leads students to discover various tribes and the conflicts between them. It also guides students to interact with each other through daily experiences provided by the common History syllabus.

However, the model of this research referred to both quantitative and qualitative experimental collected from various scholars on the relationship between teaching History and perception of students and identity. Based on this theory, the researcher has attempted to examine the relationship that exists between influencing variables namely, southern Somalia, Somaliland and Punt land students and secondary school History curriculums and has examined perception towards secondary school History curriculum among Somali students in Malaysian higher institutions.

HYPOTHESIZED MODEL OF THE STUDY

Based on the literature review of the study, perceptions towards secondary History curricula are knowledge, loyalty, and behaviour. The conceptual framework also indicates the influence of the variable "regions" to consider and identify perceptions among Somali students due to the different secondary History syllabi as shown in Figure 1. Students' perceptions can be influenced by the content of History syllabuses which transmit alien belief culture, ideas, and different thinking. The present conceptual framework of the study attempts to examine the perception of secondary school History curriculum among students. This is a study of the perceptions of Somali students in Malaysian higher institutions. Moreover, different academic theories have been employed in various analyses as mentioned in Figure 1. Some focused on the different variables (Blaxter & Tight, 1996). Other analyses tended to look at the relationship between different secondary History syllabuses and perception among students. Finally, all these attempts to link students' integration with the concept of different secondary History content.
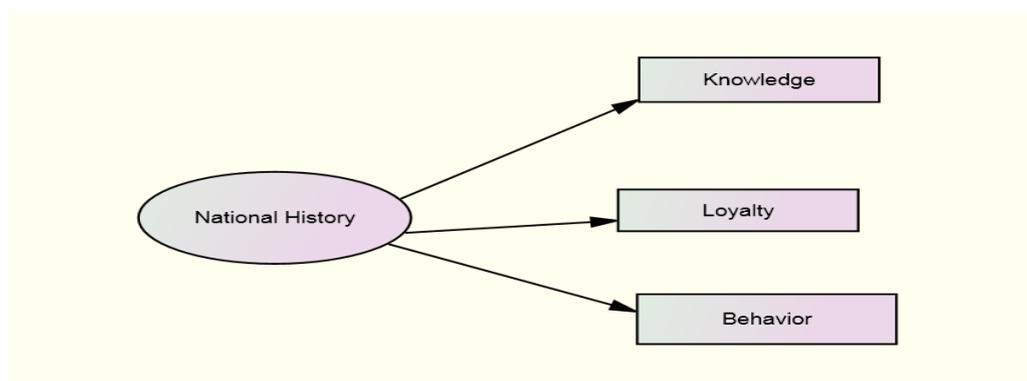

FIGURE 1. Hypothesized Model of perception towards Secondary History Curriculum

Integration helps the researcher to demonstrate how Somali students feel towards the different History syllabi that they have been taught in their secondary schools. As the Model (Figure 1) shows, the dependent variables consist of three components which are knowledge, belief, and behaviour (Jeffrey, 2005). The model also indicates how the independent exogenous of History curriculums is the element that influences Somali students' perception. Moreover, the model shed light on the knowledge of students in different History curriculums. This integration is also used to refer to the theory of national policy of education in Somalia (Julia, 2006). Based

on the theory developed from the literature review this model has helped in answering the research hypotheses.

RESEARCH HYPOTHESES, METHOD, AND PARTICIPANTS.

1. The structural equation measurement model will be invariant across three different History curriculums.
2. The hypothesized model will fit the perception of secondary History curricula data.

In this study, the survey method was implemented. A survey means collecting information concerning the characteristics, behaviour, or beliefs of a big group of community, referred to as a population. The objective of a survey is to make quantitative descriptions of several elements of the target population (Alain, 1991). Surveys are competent in that several variables can be estimated without considerably rising the time or cost. Study data can be gathered from various people at moderately little cost and, depending on the survey plan, comparatively rapidly (http://www.sage pub.com/upm-data/).

Firstly, a survey study is a quantitative technique that needs consistent information from the topic being researched. The topics researched might be persons, clusters, associations, or societies; they also include plans, requests, or organizations. Second, the major method of gathering information is by asking the community prearranged and predefined questions. Their responses, which might offer to themselves further elements of analysis, comprise the data collected to be analysed (Alain, 1991).

The survey was used in this research to examine theories and perception relationships of secondary History curriculum among students. The survey was intended to clarify questions concerning the relations among variables. These fundamentals comprise (i) a research plan, (ii) sampling measures, and (iii) data-gathering techniques. These basics, and their interrelated scopes, make up the structure employed to evaluate these research elements (Alain, 1991). The survey technique comprises several kinds such as telephone, face-to-face interviews, group discussions, and questionnaires. In this research, the questionnaire technique was used since the majority of researchers use it. And it is expected to get more information from the proposed sample then can be popularized to a population understudy (Denscombe,1998).

Although the survey method has the above-mentioned advantages, there are several disadvantages too. For example, the questionnaire items may lack details or are vague on the subject being measured. In addition, saving a high answer speed can be difficult to manage, especially when it is used on the Internet or mailed and even through telephone (Kelly et al., 2003).

Population comprises the entire you desire to study (Donald, 1972). A population consists of the entire likely matters that form a recognized total. The population of this research which is random in character ranges between 1330 and 1400 undergraduate students. These include all Somali students in Malaysian universities particularly IIUM, UUM, UTM, UTHM and others. The study also included hundreds of Somali students who were scattered in several colleges in Malaysia; both in Kuala Lumpur and other regions.

Table 1. The Population Distribution of Somali Students in Malaysian Higher Institutions

REGION	IIUM	UUM	UTM	UTHM	OTHERS	TOTAL
S/Somalis	40	20	73	12	430	575
S/Land	35	20	44	13	370	482
Punt/Land	25	10	33	5	200	273
TOTAL	100	50	150	30	1000	1330

Source: Somali Student Union in Malaysia (2012)

A number of statistical methods were used to screen data to sort out all requirements and normality, Kurtosis, skewness, means, SD and reliability were employed to test the normality of data. The outcomes recommended that the data were generally disseminated. Exploratory Factor Analysis was used using SPSS edition 16.0. Confirmatory factor analysis employing AMOS edition (18.0) was also applied to examine the measurement and fitness model in this research. The analysis was conducted in two phases. In the first phase, exploratory factor analysis was used to explore extracted factors. Evaluation of outcomes showed only three factors fit in this study. The KMO evaluation of sampling sufficiency value was .970 and Bartlett's Test of Sphericity was $p \leq .001$, which showed the suitability of factor ability analysis. The first construct enlightened above 1.0 eigenvalues 21.14, 2.041, 1.281, 1.175.

The outcome of this research depicted that the total variance elucidated by each of the three constructs (64.1%) was bigger than the suggested threshold degree (40%) achieved the conditions. The TVE values found for the three constructs (factors 1, 2 and 3) were 52.9%, 5.10% and 3.20%. The alpha of the three factors ranged between .851 to .946 which was larger than .7 that was recommended by Pallant (2007) and others.

In the second phase, to confirm these results which were derived from the Exploratory Factor Analysis, CFA was used to examine the robustness and fitness of hypothesized perception towards secondary History model. Evaluation of outcomes showed that the hypothesized model needs improvement treatment, since the results were not encouraging. The first outcomes showed that the goodness of fit for the first run of confirmatory factor analysis e. g. $\chi 2$GFI, NFI, AGFI) were not fitting the suggested standard. An additional detailed assessment was performed to revise the model and get a better discriminant strength. After correlating two items of (Beha 39 and Beha 40) confirmatory analysis were repeated to assess the estimation model fit. The outcome of the model showed that the righteousness of fit index was reported and the modified model showed improvement fitting the data. But when removing two problem items namely Loyal 25 and Beha 39, the researcher rerun the confirmatory factor analysis for assessing model fit. The outcome of revised model depicted that good of fit index were obtained and the third modified model revealed adequate fit to the data with ($\chi 2$=603.246, df=249, CFI=.944 and RMSEA=.064). Every factor was then evaluated for its consistency, validity and confirmed both discriminant and convergent strength for every factor. The invariant analysis was implemented to answer hypothesis two (2) of the research. The findings of the analyses depict that the structural invariant shows that it was identical across three groups namely S/Somalia, S/Land and Punt Land states.
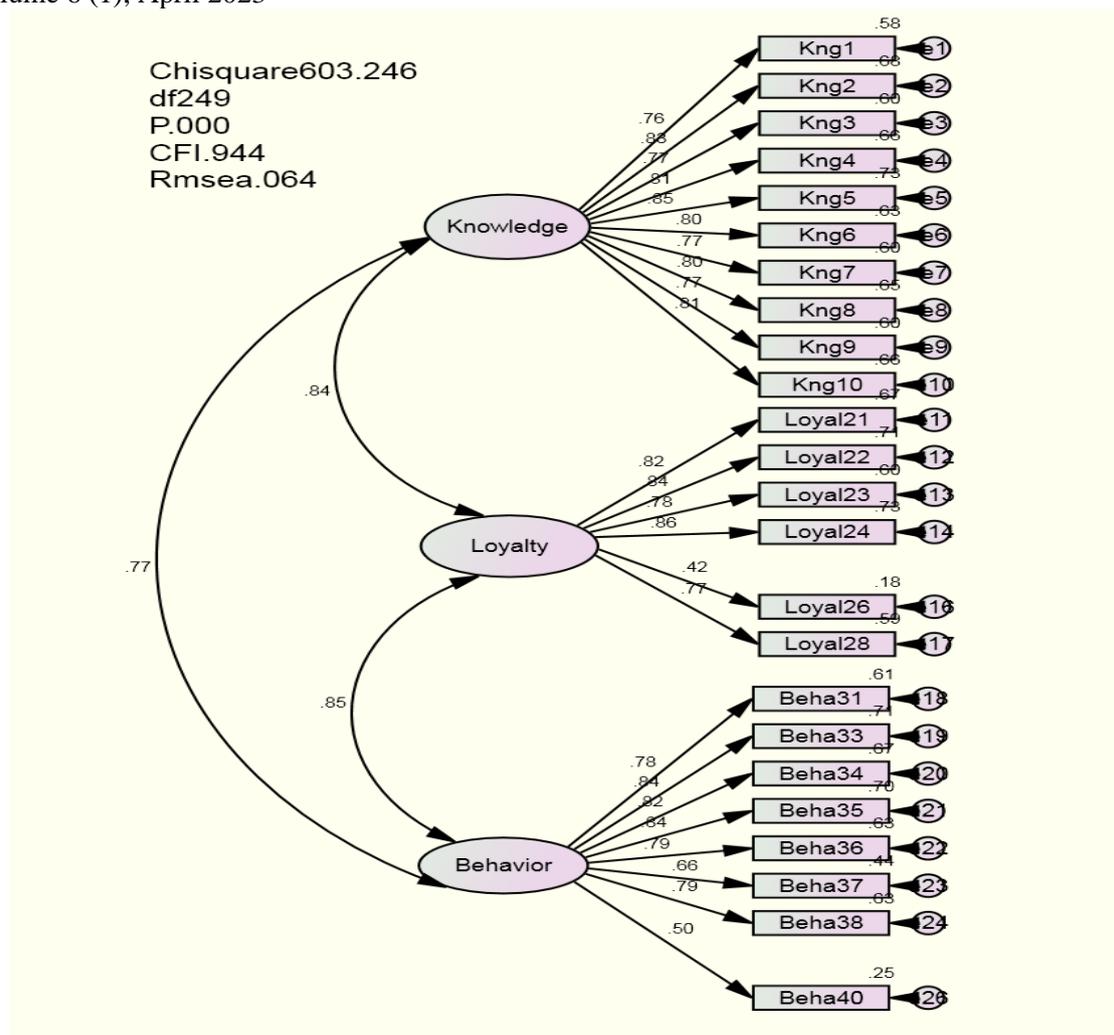
FIGURE 2. Third Revised Model of Hypothesized Model of perception towards Secondary History curriculum.

As a result, the hypothesized model was evaluated to examine the correlation between dormant constructs. Two hypotheses (H1 and H2) were used to explore and confirm perception towards secondary History curriculum among Somali students in Malaysian higher institutions. The fit indexes depicted that the proposed model gave well fit the data. The foundation of the configural model starts with the measurement and examining of the hypothesized model for every group individually. These cluster-precise models are named "baseline models". For every grouping, the baseline model identifies the figure of subscale like factors, the position of the items and assumed relationships among the subscales such as presence of construct covariances (Byrne, 2008). The strength of these baseline models is examined individually for every cluster. Perfectly, the models could be fitted and thus greatest well-fitting the data as of the perceptions of both thriftiness and actual meaningfulness (Byrne, 2008). The first procedure in assessing cross-group equality just needs similar figure of constructs and identical loading style across groups; so, no equivalence constraints are forced on the factors (Byrne, 2008). Basically, the configural model assessed in this research is a multi-group symbol of the baseline model. This cross-group model gives out two vital purposes. Primarily, it allows for equality checks to be carried out across the grouping all together. The sample size employed in this research contains130 S/Somalia, 139 S/Land and 81Punt Land respondents. A significant variation between the three samples, on the other hand, represents the number of students studying in Malaysian higher institutions for every region. Ages of students from the three regions ranged from 18 to 30 years old (medium age= 24 years old). As previously mentioned,

the requirement to examine instrument equality is to set up a suitable baseline model for every cluster singly (Byrne, 2008).

Firstly, the checking of the hypothesized model intended for Southern Somalia (S/Somalia) showed excellent fit to the data ($\chi2$ = 1400.384, df= 747, CMIN/DF=1.875CFI= .905 and RMSEA= .05). Secondly, to set up a baseline model for Somali Land (S/Land) sample, it was discovered that it is identical to the S/Somalia. Outcomes depicted a fairly good-fitting model ($\chi2$ = 1400.384, df= 747, CMIN/DF=1.875 CFI= .905 and RMSEA= .05). Thirdly, to establish a baseline model for Punt Land it was observed to be identical to both S/Somalia and S/Land. Results showed well-fitting model ($\chi2$ = 1400.384, df= 747, CMIN/DF=1.875CFI= .905 and RMSEA= .05).

Having fixed baseline models for the three groups in this study, the researcher merged them into on single place for reasons of checking the three cross-groups equality. Coherent with the baseline checking approach, this multi-group model includes three identically assigned baseline models that are graphically displayed in Figure 2.

As mentioned previously, the three multi group models which were assessed in this primary step of assessing for instrument equality was single in which no parity constraints were forced. This configural model basically combined the baseline models intended for three groups and allowed concurrent analyses (Byrne, 2007).

To specify the fit of the model, the researcher deduced that the number of the constructs and the style of item loadings are identical across S/Somalia, S/Land and Punt Land. Configural model measurement is displayed first for S/Somalia students, followed by S/Land and Punt Land. For S/Somalia, it was recorded that 10 observed variables assessed to load on construct 1, 6 observed variables on factor 2 and 8 items on Factor 3. These observed variables loaded on both configural model of S/Land and Punt Land.

Thus, the evaluating of the configural model produced a moderately good-fitting model ($\chi2$ = 1400.384, df= 747, CMIN/DF=1.875CFI= .905 and RMSEA= .05) so that recommending the configural model of this research stands for the data comparatively fit. As a result, the researcher inferred that the factorial configuration of the three underlying dimensions of secondary History curriculum among students was represented as a three -construct model, through the guidance of factor loadings allocated in consistency with the assumed configural model.
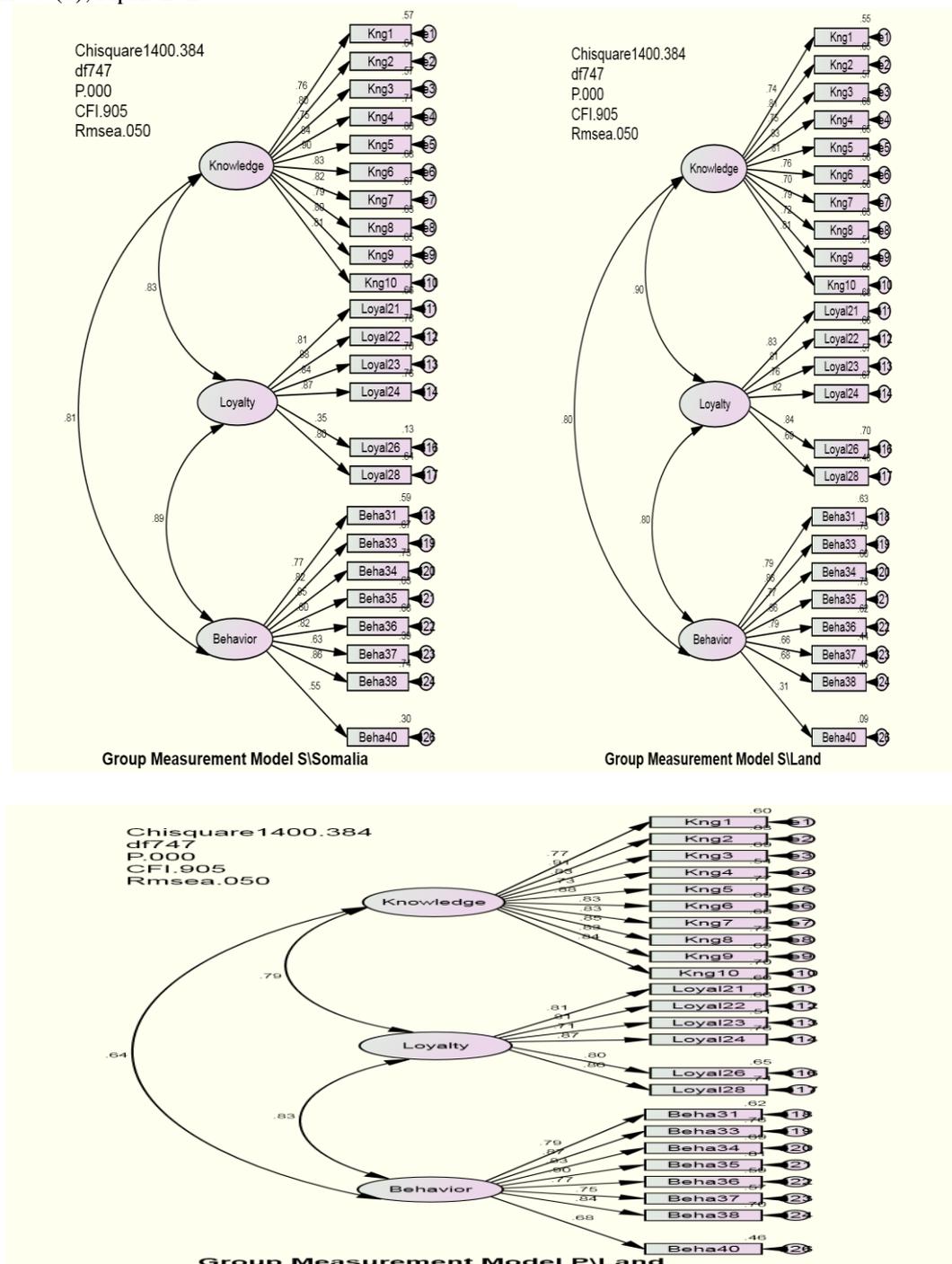
FIGURE 3. Configural Models of Three Groups: S/Somalia, S/Land and Punt Land

As mentioned previously, in assessing evaluation equality, construct loadings were only evaluated for the first group (S/Somalia) and after that the second group and third group. That is to declare that the construct loading values intended for the S/Somalia students were slightly different from the values assessed for the S/Somali Land students and Punt Land students. On the other hand, it is essential to mention that, since Item 24 was assigned identically for the three groups, no parity force was forced on this parameter.

The results concerned with these analyses exposed the entire factor covariance relating that the three factors were very close across S/Somalia, Somali Land and Punt Land students. At the assessment stage, 1 item assessing Loyalty "Loyal" (National attitude) and 1 item assessing Behavior "Beha" (regional value) were observed not to be filling equally across

S/Somalia, S/Land and Punt Land students. At the framework stage, there was strong correlation among the three factors across three groups. These results appear evident in forming to show identical among S/Somalia, S/Land and Punt Land students with underlying dimensions of secondary History school curriculum among students.

Hypotheses regarding the invariance of a particular assessing instrument were examined across three groups of students. In particular, the researcher examined equality of a 24-item adaption of the Maslach Burnout Inventory (Maslach & Jackson, 1986) across S/Somalia (n = 130), S/Land (n = 139), and Punt Land (n = 81) students.

Byrne (2010) recommended that before assessing the parity of groups of parameters, it is constantly valuable to examine the likelihood that a completely forced model" invariant across groups". This implementation means conducting precise model within which the entire construct loadings, whole construct covariance, as well as the error covariance are forced to be identical across S/Somalia, S/Land, and Punt Land students.

The researcher examined the invariance of construct variances across S/Somalia, S/Land and Punt Land students. Providing results of a completely invariant construct-loading medium, model requirement comprises parity limitation on the construct loadings and factor variations. In this implementation, one process to this sequence of analyses is to decide, first, if the forced model is probably invariant across three factors of the three groups of students. To this conclusion, the theorized model is assessed again to set up a comparative foundation. Before conducting invariance process across groups, it is crucial to confirm that the hypothesized model to be well fit for the three groups. Therefore, the primary step is to check whether the planned three factor model appropriates the experimental data for every group. Outcomes depict perfect model fit for the three groups ($\chi2$=1451.057, df =795, $\chi2$/df=1.825 GFI=.743, RMSEA=049, NFI=.812, CFI=.905 and AGFI=.709).

The next step is to go from one cluster of confirmatory factor analysis to multi-group to make cross-confirmation of the two construct model towards the three groups. Figure 3 assessed whether the planned arrangement will be identical across the three groups. Since the well fit of three construct construction had been set up for every group previously, one might predict that configural would be uphold. Like the configural invariance that was upheld, the construct approach coefficients were conducted and constrained to check the sameness for linear invariance (Bollen, 1990).
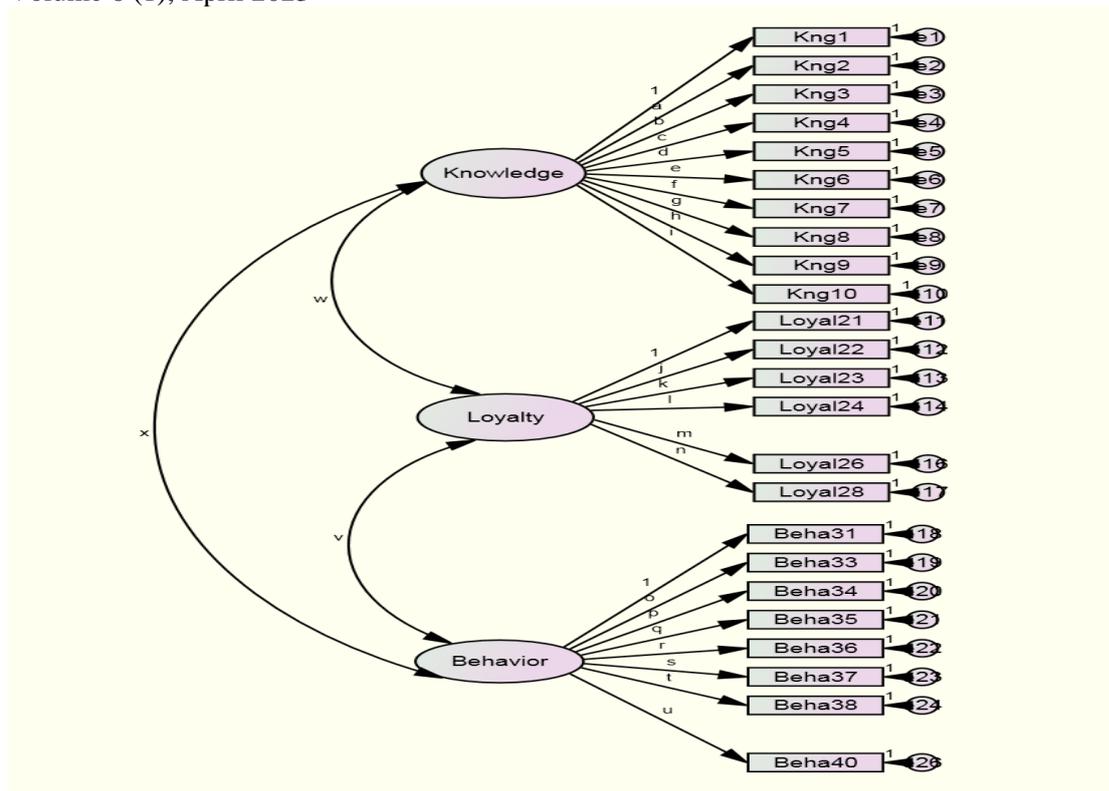
FIGURE 4. Baseline model with Equality Constraints Factor Loadings

The single-group for S/Somalia of confirmatory analysis model was fixed employing the sample data (n = 350). The well-fitting indexes for the constrained model were $\chi2$ = 1451.057, df = 795, CFI = .905, $\chi2$/df=1.825 GFI=.743, RMSE=049, NFI=.812, CFI=.905 and AGFI=.709. These well-fitting indexes recommended that the model displayed medium fit. The second group for S/Land of confirmatory analysis model was fixed employing the sample data (n = 350). The well-fitting indexes for the constrained model were $\chi2$ = 1451.057, df = 795, CFI = .905, $\chi2$/df=1.825 GFI=.743, RMSE=049, NFI=.812, CFI=.905 and AGFI=.709. These well-fitting indexes recommended that the model displayed medium fit.

On the other hand, the third-group for Punt/Land of confirmatory analysis model were fixed employing the sample data (n = 350). The well fit indexes for the constrained model were $\chi2$ = 1451.057, df = 795, CFI = .905, $\chi2$/df=1.825 GFI=.743, RMSE=049, NFI=.812, CFI=.905 and AGFI=.709. These well-fitting indexes recommended that the model displayed medium fit.

Lastly, there were no significant variations in factor loadings or unique error variances for the S/Somali students of perception towards secondary history curriculum when comparing S/Land students' reports and Punt land students' reports in different samples. This assessment of invariance was upheld as the CFI value was .905.
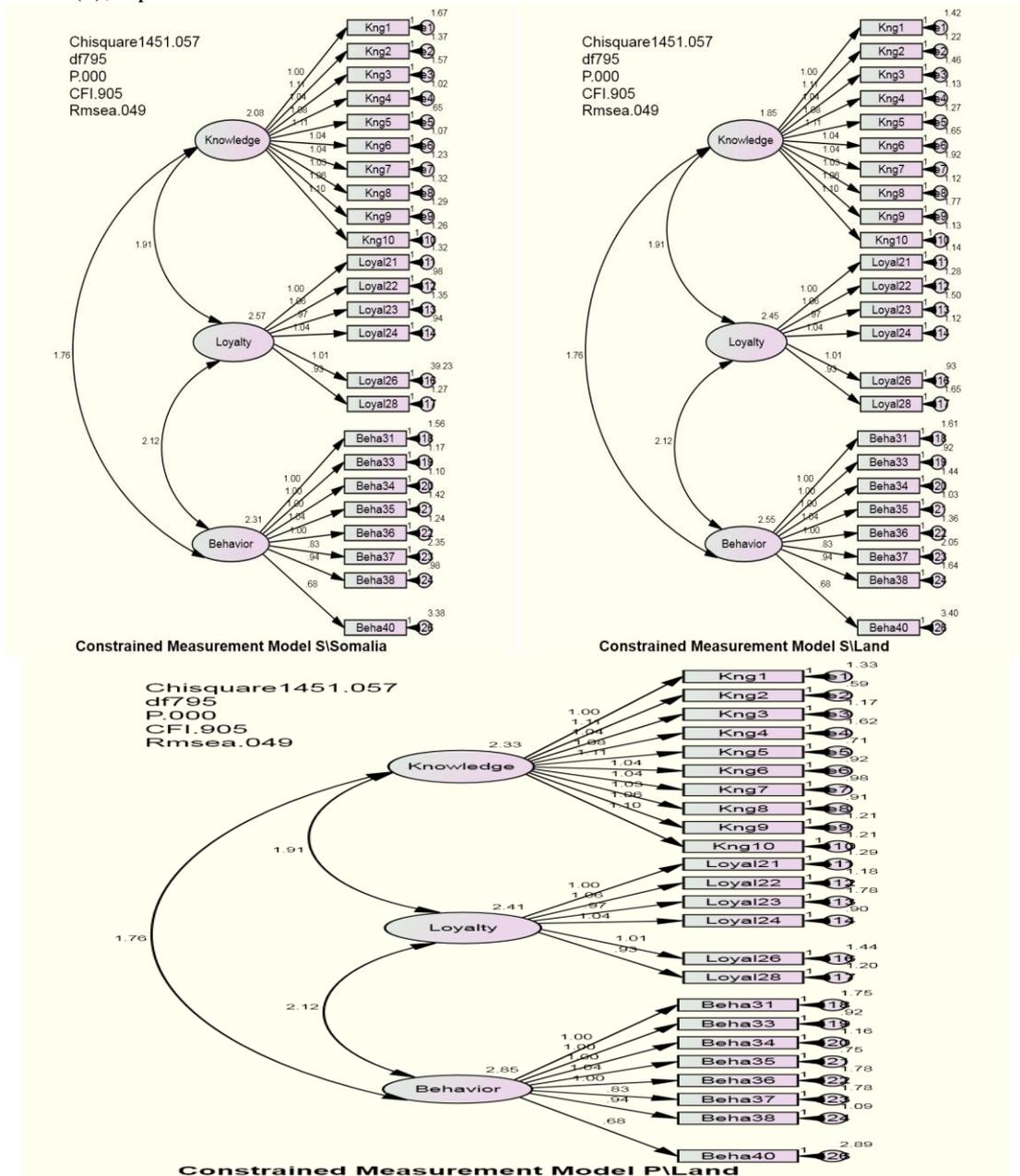
FIGURE 5. Constrained Models of Three Groups; S/Somalia, S/Land and Punt Land

The fit statistics of the model, as summarizes in Figure 5. indicates that the perception towards secondary history curriculum among Somali students' construction is fit, as explained by a three-factor model involving Kng, Loyal and Beha for the students of three regions namely S/Somalia, S/Land and Punt Land. Nevertheless, while the observed evaluations were established to be fulfilling consistently for the three regions, there were a few variations in configuration correlations between the factor loadings.

Table 2 provides comparison between configural and constrained measurement models. Employing the clarifications displayed statistics reveals differences and similarities between the two models.

An examination of Table 2 shows both the configural and invariance models intended for the conformity of the perception towards secondary history curriculum among Somali students. The summary in the table below displays the differences and similarities between Configural and Constrained invariance across S/Somalia, S/Land and Punt Land students.

TABLE 2. Summary of Comparison between Configural and Constrained Invariance analysis across S/Somalia, S/Land and Punt Land students

Fit statistics	Configural	Constrained	DF	χ2	Decision
χ2	1400.4	1451.1	50.7	73.68	Not significant
DF	747	795	48	_____	_____
CFI	.905	.905	.000	_____	Not significant
RMSEA	.050	.049	.001	_____	Not significant

This result depicted that there are no significant variations among S/Somalia, S/Land and Punt land students the perception towards secondary History curriculum between them. The actual influence of underlying dimension of secondary history curriculum and levels concerned the perceptions of Somali students in Malaysian higher institutions. This recommended that the students' gap in the sense of nationalism through underlying dimensions namely knowledge, loyalty and behaviour among S/Somalia, S/Land and Put Land students is providing platform of common sense of nationalism.

According to Bentler (1990) a fine law of fit is an average of .5 or larger and it reveals sufficient convergent validity. An average ≤.5 shows that on AVE, there is further residual error in the items of construct than there is variance elucidated by the dormant construct arrangement forced on the calculation. The outcomes of this study showed that all AVE of the three constructs were larger than .5. The AVE of Knowledge was 0.644 followed by 0.582 of Loyalty and 0.578 for Behavior.

Bentler (1990) stated the regulation of fit for composite reliability assessment of .7 or larger recommends fine reliability. Reliability ranging from .6 to .7 can be satisfactory given that further index of a model's factors strength are perfect. Larger composite reliability shows that interior reliability exists. This implies the estimates that all are coherently explained something. The outcomes of composite reliability of the study shows all CR calculated of the three constructs were above the suggested rule. The CR of Knowledge was 0.947, followed by Behavior 0.914 and 0.889 for Loyalty.

RELIABILITY

According to Bentler (1990), reliability of constructs is an evaluation of the interior coherence of the observed index variables. The reliability analysis of the study was conducted to measure the coherence of the participants' responses to all items. The researcher employed Cronbach's alpha reliability to examine the internal consistency of every assessed construct. The alpha index of Knowledge was .946, followed by Behaviour with .911 and Loyalty with .813. All calculated alpha were greater than the recommended value of .6 to .7.

The other important assumption that needs to be looked at is factor loadings that examine convergent validity. As Bentler (1990) suggested, all loadings must be no less than .5, and preferably .7 or larger. The results showed the entire loadings were as recommended for convergent validity. The weakest was .42 (Loyal26) and there were only two lower than .70 which are (Loyal 26 and Beha 40) with .42 and .50.

CONVERGENT VALIDITY, DISCRIMINANT VALIDITY AND INTER-FACTOR CORRELATIONS

The entire variance extracted (AVE) data showed that the AVE of every factor was larger than the recommended value of 0.5. This shows that indicators have additional robust in common with the factor they are linked with than when they perform with other factors. As a result, the perception towards secondary history curriculum of the three constructs Confirmatory Factor

Analysis model illustrates strong discriminant validity and robust inter-factor correlation. Furthermore, the estimated controlled the discriminant because the AVEs were bigger than the assessment of the equivalent communal divergences. Table 3 shows discriminant validity compared to the average variance extracted (AVE).

Table 3. Convergent Validity, Discriminant Validity and Inter-Factor Correlations among the Constructs of perception towards secondary history curriculum

Dimension/Construct	1	2	3
1. Knowledge	0.644	0.706	0.59
2. Loyalty	0.84	0.582	0.72
3. Behavior	0.77	0.85	0.578
Composite Reliability	0.947	0.889	0.914

Note: (i) Revealed slantways are the average variances summarized (AVEs) for each construct; below the crossways is the correlation matrix; greater than the crosswise is the shared variance matrix; (ii) All AVEs were bigger than the mutual variances.

DISCUSSION

In testing for constrained invariance across three groups, the rational plan was determined. The first stage was to examine the invariance of every construct loading. The next step was to carry out on examination intended for the invariance of the entire factor loadings including every subscale individually (Bobbie L. 2007). Providing confirmation of the non-invariance at the subscale stage then was check intended for the invariance of every construct loading individually. The crucial thing in this procedure was that, factor-loading parameters were observed invariant across S/Somalia, S/Land and Punt Land. These findings recommend that whole items intended to estimate perception towards secondary history curriculum among students were invariant consistently across the three groups of students.

This study was directed by the exploratory factor analysis outcomes and reliability coefficients that established three factors namely Knowledge, Loyalty and Behavior. Secondly, CFA was used to confirm the determination identified dimensions on their estimate factors. The results of Exploratory Factor Analysis and confirmatory factor analysis through employing SPSS version 16.0 and AMOS version 18.0 are reported. The fit among the data and the hypothesized estimation model of exploring underlying dimensions of secondary history curriculum were statistically examined.

Finally, goodness fitting of model to the data that explained perception towards secondary history curriculum among students were displayed. The ratio $\chi 2/df$ was 2.423 fulfilled the recommendation entrance standard ($\chi 2/df <3.0$). The CFI was .944 and RMSEA 0.064, these good of fit information thus proved that the model was satisfactorily appropriate for the data. Indeed, this research explored how underlying dimensions of secondary History curriculum fit the data.

LIMITATION OF THE STUDY

The delimitations of the designing of this research can be analysed from two viewpoints. The primary concern is the kind of higher institutions in Malaysia that are participated of the research. The next is the participants of the survey of this research. The research aims to involve only Malaysian higher institutions. Furthermore, the participants of this research were targeted in terms of sampling only Somali undergraduate students in Malaysian higher institutions.

The limitation of this research is in the place or scope of participants which targets only undergraduate students and omits postgraduate students and those attended secondary schools in America, Arab countries and Western Europe. Further scope limitation in this survey is the restricted number of higher institutions which were assigned to this research. It was better to cover all Somali undergraduate students in Malaysian higher institutions but that appeared impossible due to funding constraints to be used for transportation etc.

CONCLUSION

This study has provided important inputs to the body of knowledge; the study explored and confirmed the underlying dimensions of secondary History curriculum. Thus, the findings of this research contribute to the body of knowledge by exploring factors in history curriculum which influence the sense of nationalism among students. The study has also developed a hypothetical model and consequently confirmed the model with experimental data gathered in this research. The established hypothesized model contributes to the understanding that the underlying dimensions foster the sense of nationalism. Former researchers primarily concentrated on the content of history syllabus generally. However, this research tested the model in the field survey with enough sample size collected from Somali students studying Malaysian higher institutions who studied different history curriculums during secondary school.

Finally, a further contribution to this study on exploring underlying dimensions of secondary History curriculum is the recognition of some significant limitations of the sense nationalism. The research also contributes to the method by promoting and confirming several new consistent and suitable construct estimations in an academic application.

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