SCHOOLS’ ATTITUDE TOWARDS THE USE OF FIELDWORK AS A LEARNING TOOL IN ‘A’ LEVEL GEOGRAPHY IN HIGH SCHOOLS IN MARAMBA CLUSTER

BY

MANDALA ARTWELL

B1541448

SUPERVISOR: MR. M MHISHI

SUBMITTED IN PARTIAL FULFILMENT OF THE REQUIREMENTS OF THE
POST GRADUATE DIPLOMA IN EDUCATION PROGRAMME

DECEMBER 2016
THE APPROVAL FORM

The undersigned certify that Mr. M Mhishi has supervised the student Mandala Artwell in the research project entitled, “Schools’ attitudes towards the use of fieldwork as a learning tool in ‘A’ Level Geography in High schools in Maramba cluster” submitted in partial fulfilment of the requirements of Post Graduate Diploma in Education.

SUPERVISOR (Mr. MHISHI)…………………………..   DATE…………………..

COORDINATOR (Mr ZENGEYA)………………………   DATE…………………...
STUDENT NAME: MANDALA ARTWELL

STUDENT NUMBER: B1541448

TITLE OF PROJECT: “SCHOOLS’ ATTITUDE TOWARDS THE USE OF FIELDWORK AS A LEARNING TOOL IN ‘A’ LEVEL GEOGRAPHY IN HIGH SCHOOLS IN MARAMBA CLUSTER”

PROGRAM: POST GRADUATE DIPLOMA IN EDUCATION

YEAR GRANTED: 2016

Permission is hereby granted to the Bindura University of Science Education Library and Department of Accounting to produce copies of this Dissertation in an effort it deems necessary for academic use only and to lend or sell such copies for private, scholarly or scientific research purposes only.

Signature of Student: ________________________________

Date Signed: ________________________________
DECLARATION OF AUTHORSHIP

I declare that the research project herein is my original work and has not been copied or extracted from previous source without due acknowledgement of the source.

MANDALA ARTWELL

____________________  ________________
Name of Student      Signature         Date
DEDICATION

I dedicate this piece of work to my wife Winnet Kapenga-Mandala and children Varlen, Brendon and Lennah Mandala
ACKNOWLEDGEMENTS

Firstly I want to thank the Almighty for the physical and mental health to complete this study.

I would also like express my heartfelt gratitude to my supervisor, Mr M Mhishi for his support, patience, resilience and expert guidance in the completion of this project. His insight in the undertaking of the study is greatly appreciated. May his unrelenting merciful character be extended to others. May God bless him.

I would also want to extend my gratitude to my Headmaster for his inspirational guidance and financial support to complete this project.

My wife Winnie, thank you for your support. I cannot forget you for your constant interest and encouragement. You remained a persistent source of inspiration throughout this study.
ABSTRACT

The purpose of this study was to investigate the schools’ attitudes towards the use of fieldwork as a learning tool in ‘A’ Level Geography in High Schools in Maramba Cluster. The study was confined to three schools in the cluster that offer ‘A’ Level Geography that is Maramba, Magunje and Chikuhwa High Schools. The objectives of the study were to determine the schools’ attitudes towards the use of fieldwork as a learning tool in ‘A’ Level Geography, to find out whether fieldwork as a component of Geography was implemented in rural schools or not, to determine how much importance the schools attach to fieldwork and to investigate the constraints in fieldwork implementation in rural schools. The study was carried out on the background that pupils were performing dismally in questions that involve fieldwork techniques. The study was a survey that employed a qualitative design approach. Questionnaires were distributed to all ‘A’ Level Geography teachers in the cluster. Interviews were held with U.M.P District Education Office personnel, School Heads, and Head of Geography Departments of the three schools under study. The principal findings of the study were that generally schools had a positive attitude towards the use of fieldwork as a learning tool but it was not being undertaken regularly due to financial constraints, the few field visits done were restricted to the vicinity of the school and all the teachers were qualified to effectively use the fieldwork as a learning tool but were not adhering to their plans on field tours. The researcher recommended that effort should be made to embark on field tours further afield outside the school environments. School can pool resources to undertake Geography field tours at Cluster Level to spread the costs and purposeful workshops should be held regularly to equip the teachers on recent trends of teaching ‘A’ Level Geography through strategies like fieldwork.
## CONTENTS PAGE

The Approval Form ................................................................. i
Release Form ........................................................................ ii
Declaration of Authorship .................................................. iii
Dedication ............................................................................ iv
Acknowledgements .............................................................. v
Abstract ................................................................................. vi
Contents Page ....................................................................... vii
List of Tables .......................................................................... x
Appendices ........................................................................... xi
Acronyms ................................................................................. xii

### 1.0 CHAPTER ONE ................................................................. 1

1.1 Background to the Study ................................................ 1
1.2 Statement of the Problem .............................................. 2
1.3 Research Questions ..................................................... 3
1.4 Objectives ....................................................................... 3
1.5 Importance of the Study ................................................ 3
1.6 Delimitations of the Study ............................................. 4
1.7 Limitations of the Study ................................................ 4
1.8 Definition of Terms ....................................................... 5
1.9 Summary ......................................................................... 6

### 2.0 CHAPTER TWO ................................................................. 6

2.1 Introduction ....................................................................... 6
2.2 Schools’ attitudes on the use of fieldwork as a learning tool in the teaching of geography ......................................................................................................................... 7
2.3 Arguments against the use of fieldwork as a learning tool ......................................................................................................................... 9
2.4 Constraints to the use of fieldwork as a teaching method ................................................................................................................................. 10
2.5 Frequency of fieldwork .................................................... 12
2.6 Resource availability ....................................................... 13
2.7 Teacher’s competence ..................................................... 14
2.8 Conclusion ......................................................................... 16

### 3.0 CHAPTER 3 ................................................................. 16

3.1 Introduction ....................................................................... 17
3.2 The Research Design .................................................... 17
3.3 Target Population ........................................................... 18
3.4 Research Instruments ..................................................... 18
3.4.1 Questionnaires ...................................................................................................................... 18
3.4.2 Validity of the instrument ........................................................................................................ 20
3.4.3 Reliability ................................................................................................................................ 20
3.4.4 Interviews ............................................................................................................................. 20
3.5 DATA COLLECTION ................................................................................................................ 21
3.6. DATA PROCESSING ............................................................................................................... 22
3.7 Summary ..................................................................................................................................... 22

4.0 CHAPTER 4 ................................................................................................................................. 22
4.1 INTRODUCTION ....................................................................................................................... 23
2. Analysis of questionnaire response rate .................................................................................... 23

Table 4.1 Questionnaire response rate by Geography teachers ..................................................... 23

4.3 DEMOGRAPHIC INFORMATION ON THE RESPONDENTS .................................................................. 23
4.3.1 Gender of the ‘A’ level Geography teacher respondents ......................................................... 23
4.3.2 Age ranges of the respondents ........................................................................................... 24
4.3.3 Qualification of the respondents .......................................................................................... 25
4.3.4 Teaching experience of the respondents .............................................................................. 26
4.4 GENERAL FIELDWORK ISSUES .................................................................................................. 27
4.4.1 Use of fieldwork as a learning tool by respondents ................................................................. 27
4.4.2 Frequency of undertaking fieldwork ................................................................................... 27
4.4.3 Places were fieldwork is usually undertaken ....................................................................... 28
4.4.4 Challenges encountered in undertaking of fieldwork ............................................................ 29
4.5 ATTITUDES OF THE RESPONDENTS TOWARDS THE USE OF FIELDWORK AS A LEARNING TOOL IN GEOGRAPHY ........................................................................................................ 30

5.0 CHAPTER 5 ..................................................................................................................................... 32
5.1 Introduction .................................................................................................................................... 32
5.2 Summary of findings .................................................................................................................... 33
5.3 CONCLUSION ............................................................................................................................ 34
5.4 RECOMMENDATIONS .................................................................................................................. 34

REFERENCES ........................................................................................................................................ 35

APPENDIX 1 ......................................................................................................................................... 38
APPENDIX 2 .......................................................................................................................................... 42
APPENDIX 3 CIRCULAR NO. P54: TOURS AND VISITS ............................................................................... 44

APPENDIX 4: APPLICATION FORM TO MAKE AN ORGANISED SCHOOL VISIT OR EDUCATIONAL TOUR IN ZIMBABWE ........................................................................................................ 46
APPENDIX 5: REQUEST FOR PERMISSION TO CONDUCT RESEARCH .................................................................................................................. 48
LIST OF FIGURES

Figure 4.1 Proportion of ‘A’ Level Geography teachers by Gender………………24

Figure 4.2 Age ranges of respondents………………………………………………25

Figure 4.3 Teaching experience of the respondents as ‘A’ Level Geography Teachers……26

Figure 4.4 Frequency of undertaking fieldwork…………………………………..28
LIST OF TABLES

Table 4.1: Analysis of questionnaire response rate by ‘A’ Level Geography Teachers……23

Table 4.2: Challenges encountered in undertaking of fieldwork…………………………….29

Table 4.3: Responses of ‘A’ Level Geography teachers on statements related to the use of fieldwork as a learning tool………………………………………………………………………31
APPENDICES

Appendix 1: Questionnaire for ‘A’ Level geography teachers in Maramba cluster ..........39

Appendix 2: Interview guide to the Heads of Geography Departments .......................43

Appendix 3: Appendix 3 Circular No. P54: tours and visits ........................................44

Appendix 4: Application form to make an organised school visit or educational tour in Zimbabwe .................................................................46

Appendix 5: Request for permission to conduct research ............................................48
ACRONOMYS

DSI: District School Inspector

HOD: Head of Department

MoPSE: Ministry of Primary and Secondary Education

PED Provincial Education Director

UMP District: Uzumba Maramba Pfungwe District

ZIMSEC: Zimbabwe School Examination Council
1.0 CHAPTER ONE
INTRODUCTION

1.1 BACKGROUND TO THE STUDY

The present study derives its motivation from the researcher’s experiences as a classroom practitioner and examination reports read by the researcher.

In most ‘A’ Level Geography past exam reports, it has been noted that pupils have not been doing well in questions that involve the practical aspect or fieldwork techniques (Zimbabwe School Examination Council (ZIMSEC), 2013). It has been argued that pupils are not learning from practical experiences. In most geography meetings and workshops (Mashonaland East Geography Teachers Association Conference of 2016) held, it has been highlighted that Geography teaching has been too theoretical or text book based rather than being practical. In one geography seminar attended, pupils could describe the characteristics of the various domed inselbergs but failed to identify the similar inselbergs just close to the school. Geography as a learning subject cannot only take place in rigidly planned classroom activities where the teacher and the textbooks are the only source of information. Geography being a practical subject requires that learners should relate to the environment so that they learn in that experience.

Geography ‘A’ Level pass rates have been on the downward trend in most schools in recent years of particular noteworthy is the ‘Great Geography Depression’ of 2013. According to Zimbabwe School Examination Council (ZIMSEC, 2013), learning seems to be restricted within the four walls of the classrooms hence the production of pupils who know many theoretical aspects of geographical phenomenon and close to nothing of the corresponding features in the field. A challenging and meaningful learning experience that ensures engagement and participation of students in learning process is lacking.
According to Ajibade and Raheem (1999) fieldwork is essential in the teaching and learning process in geography. The learning and teaching of geography cannot be successfully done without the incorporation of fieldwork. Viewed from the content of geography, the field outside the classroom remains the true laboratory for geographical experiments (Royal Geography Society, 2008). The true home of science is the laboratory and so is the field geography. Fieldwork gives opportunities for learning which cannot be duplicated in the classroom. It gives the opportunity to get first hand information. Learning in the classroom is restricted to the shallow textbooks whilst the field offers vast opportunities for learning. Fuller et al (2006) highlights the importance of fieldwork in enhancing students’ understanding of geographical features and concepts, and allowing students to develop specific as well as general skills. Learning becomes fruitful as necessary skills are acquired during fieldwork. Learners through field work are made aware of the essential aspects of Geography as a discipline.

Whilst various researches (Fuller et al, 2006, Kent et al 1997 and Lambert and Reiss, 2014) have stressed the importance of field work most school are not keen on the use of fieldwork as a learning tool. The failure to use fieldwork has led to the researcher to want to carry out a research on the schools’ attitudes on the use of the fieldwork as a learning tool. If teaching and learning are to accommodate field work, then schools’ attitudes on the use of fieldwork in learning become critical. Teachers are one of the pillars of the school and a vehicle through which the importance of fieldwork can be transmitted and get recognised by the pupils as a vital tool in the learning process of geography. Schools should appreciate the value of fieldwork for improving standards and achievement in geography (OFSTED, 2008)

1.2 STATEMENT OF THE PROBLEM

Geography as a subject has faced serious challenges regarding the use of fieldwork as a learning tool. There seems to be attitudinal problems regarding the use of fieldwork. The researcher’s
experience is that fieldwork has been neglected in the teaching of geography. Geography is no longer in a healthier state. In some instances fieldwork seems not to be undertaken or being taken without much seriousness. A grave disservice to the subject is thus rendered. ZIMSEC (2013) highlighted that the poor performance in ‘A’ Level Geography can be attributed to lack of practical fieldwork among other reasons. Pupils lack the necessary fieldwork skills that are essential in the learning process. In order to be conclusive on the matter there is the need to research on the schools’ attitudes on the use of fieldwork as a learning tool.

1.3 RESEARCH QUESTIONS

(i) What is the schools’ attitude towards the use of fieldwork as a learning tool in Geography?
(ii) How frequently do schools go on fieldwork?
(iii) What challenges do schools have in carrying out fieldwork?

1.4 OBJECTIVES

(i) To establish the schools’ attitudes towards the use of fieldwork as a learning tool in Geography.
(ii) To investigate whether fieldwork as a component of Geography is being implemented in rural schools or not.
(iii) To determine how much importance teachers or schools attach to fieldwork.
(iv) To determine constraints of fieldwork implementation in rural schools.

1.5 IMPORTANCE OF THE STUDY

The study will reveal the schools attitudes on the use of fieldwork as a learning tool in geography. Schools will be encouraged to undertake geographical fieldwork. It will raise awareness of the value of fieldwork to geographical education and the benefits that it provides
to learners. The researcher hopes that the study would be of substantial help to the pupils, geography teachers, the Geography Departments, the school, and District in searching for solutions in addressing the downward trend of ‘A’ level Geography pass rates in Uzumba Maramba Pfungwe (U.M.P) District. The study will assist and support teachers’ understanding of the purposes of geographical fieldwork and to highlight the outcomes of fieldwork experiences for pupils. The study therefore seeks to reawaken the dying interest of geography teachers in undertaking fieldwork by bringing to the fore its contribution in effective teaching and understanding of geography hence improving ‘A’ Level Geography pass rate which has been on the downward spiral since 2013.

1.6 DELIMITATIONS OF THE STUDY

The study is going to be carried out at three schools that offer ‘A’ Level Geography in Maramba Cluster in U.M.P District namely Maramba, Chikuhwa and Magunje High Schools. These schools are rural day schools. The study will focus on schools’ attitudes on the use of fieldwork as a learning tool in ‘A’ Level Geography only. The research will involve all teachers at the three schools who are currently teaching ‘A’ Level Geography. These schools have at least two teachers, teaching the Lower Six Class and Upper Six Geography Class. The Geography Heads of Departments will also be interviewed to have their views on the undertaking of fieldwork.

1.7 LIMITATIONS OF THE STUDY

The research will cover the three schools currently offering A Level Geography though they are widely spaced. In some schools Geography as a subject falls under Humanities Department under the custodianship of HODs who do not know the importance of fieldwork especially in ‘A’ Level Geography. In this case senior geography teachers with much knowledge on fieldwork will be interviewed.
1.8 DEFINITION OF TERMS

i. Attitude

A tendency to respond positively or negatively towards a given situation (Business Dictionary, 2016). The individual may respond favourably or unfavourably to the concerned situation and influences an individual choice of action. For this study schools’ attitudes towards the use of fieldwork will be how schools respond or view the use of fieldwork as a learning tool in geography.

ii. Field

According to Kent et al (1997) the field is any place where supervised learning can take place via first-hand experience, outside the constraints of the four-wall classroom setting. The field for geographers is likened to laboratory for scientists. (Lambert and Reiss, 2014). The field enables the acquisition of knowledge and important skills related to geography.

iii. Fieldwork

Fieldwork can be defined as “any curriculum component that involves leaving the classroom and engaging in teaching and learning activities through first-hand experience of phenomena out-of-doors” (Lambert and Reiss, 2014: 8). Fieldwork is therefore learning through an assignment, activity, investigation, or experience that takes place outside of the physical classroom even on school grounds.

iv. Learning

Learning is the acquisition of knowledge or skills through study, experience, or being taught. In this study learning can be taken as the acquisition of knowledge and skills within or outside the classroom particularly with the undertaking of various methods including fieldwork.
1.9 SUMMARY

This chapter has highlighted the scope of the study. The background to the study has put forward the challenges faced in the subject particularly the lack of practical skills amongst the pupils. The conceptual boundaries of the study have been put in place in the delimitation of study. Moreover, the major objective of the study has been stressed on investigating the schools’ attitudes towards the use of fieldwork as a learning tool. Lastly the key terms likely to be found regularly in the study have been identified and defined.

2.0 CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1 INTRODUCTION
The undertaking of fieldwork in geography adds clear value to learning in the subject as it has aims related to knowledge, understanding, skills or attitudes and values in relation to learning geography. Educational practitioners should therefore take fieldwork as a necessary component of geographical education and not as optional extra work. Fieldwork has been described by many geographers as the lifeline of geography and without it, it is just like embarking on science without doing experiments (Lambert and Reiss, 2014). Many geographers have carried researches on the teaching and execution of fieldwork (Lambert and Reiss, 2014; Ajibade and Raheem, 1999 and Kent et al, 1997). However none of these studies have revealed the schools’ attitudes towards the use of fieldwork as a learning tool in rural schools of Zimbabwe particularly in the remote districts like Uzumba Maramba Pfungwe (U.M.P) District. This chapter endeavours to review the literature relevant to school attitudes towards the use of fieldwork as a learning tool in ‘A’ Level Geography. For the purpose of this study, literature on schools’ attitudes on the undertaking of fieldwork, organisation of fieldwork, frequency of undertaking fieldwork, arguments against fieldwork and constraints in undertaking fieldwork will be reviewed.

2.2 Schools’ attitudes on the use of fieldwork as a learning tool in the teaching of geography.

The use of fieldwork in the teaching and learning of geography have been noted to be useful in schools of the Developed World particularly in the development of an insight to geography, attainment of cognitive, technical achievements and development of empathy in learners (Mohammed, 2016). In view of this argument fieldwork therefore becomes a valuable tool in raising learning standards and skills among the learners and raising sound educational principles that are well suited for hands on investigation.

In many schools, fieldwork is an essential component of education in ‘A’ Level Geography as it makes learning extremely effective and enjoyable as revealed by Fuller et al’ (2006).
Favourable opportunities for learning which cannot be duplicated in the classroom are created by undertaking fieldwork. In this case fieldwork, it is a complementary item of classroom learning.

Through fieldwork engagement, motivation of learning geography comes in contrast with other learning methods like the lecture methods which are teacher centred. All classroom knowledge, no matter how carefully designed or delivered, remains a model of what resides in the field. As a result direct experience is of prime importance. Boyle et al’s (2007) links the enjoyment many students get from geography fieldwork to an enhancement of deep learning. The content of geography requires pupils to continuously link with the environment. Lambert and Reiss (2014) alluded to the fact that fieldwork is a subset of practical science that is particularly valuable for introducing students to investigating the complexity and messiness of the real world. It bridges the gap between the classroom and real world bringing to life what is learnt in the classroom from textbooks. No teacher of geography can afford to ignore the fieldwork technique because geographical information collected by direct observation is crucial to the subject. Pupils are able to remove the generalisations found in the textbooks. Fieldwork helps to reinforce students’ understanding of geographical terminology and processes.

Fieldwork unlocks reality for learners and reinforces classroom based learning by following it through particular real world situations. Direct experience of channel flow, angles of slopes and morphology of landforms can be obtained from practical schoolwork out of doors through fieldwork. Learning is best developed through concrete experience. Concepts learned through fieldwork cannot be easily forgotten by learners as they do with concepts prescribed to them theoretically.
Many schools in the developing world have failed to realise that fieldwork is the ‘light-bulb’ moment that turns theory into practice, deepening understanding and building a connection with the natural world (Kent et al, 1997). Learners are not given the opportunity to become actively involved in the learning process. Many schools are not willing to embark on fieldwork and fieldwork is not even included in their educational programme.

2.3 Arguments against the use of fieldwork as a learning tool

Not all teachers are convinced of using fieldwork as a learning tool and that it is effective compared to other teaching methods. They argue that there is no guarantee that the use of fieldwork as a learning tool will be of any benefit to the learners and that the absence of fieldwork does not mean that effective learning will not take place. There are bound to be situations under which field-based learning is effective and it is unlikely that fieldwork represents a pedagogic ‘magic bullet’ which will facilitate effective learning (Lambert and Reiss, 2014, Maskall and Stoke, 2008). Learning does not just happen because learners are taken into the field, nor is the learning that does take place in the field necessarily effective. Fieldwork is therefore a mere pedagogy signature (Lambert and Reiss, 2014). For some school administrators or educational practitioners, there is nothing special about fieldwork. According to Nairn (2005), teachers are wrong to privilege it over other modes of learning. She revealed that knowledge and understanding of the world is shaped by larger social processes for which the learners are part of. It is unlikely that the understanding of geographical concepts is enhanced by a short fieldwork. It is more likely that learners take geographical knowledge with them to the field and this will remain unchanged and more likely to be confirmed by experience. Boyle et al’s (2007) study showed that fieldwork will not be an appropriate mode of learning for everyone and so should be developed as one of a range of teaching and learning strategies.
This view could have a negative influence on schools attitudes on the use of fieldwork as a learning tool in geography.

2.4 Constraints to the use of fieldwork as a teaching method.

In many schools, the value of fieldwork has become overshadowed by constraints facing those organising fieldwork. The undertaking of geographical fieldwork is influenced by many factors such as financial, logistical aspects, teachers’ qualification, distance and security issues (Maskall and Stokes, 2008; Ajibade and Raheem, 1999).

Field work has been described as an expensive form of teaching. The fieldwork method is generally more expensive than the lecture-based method. The main costs of fieldwork are incurred from transport, accommodation, equipment and staffing as argued by (Maskall and Stokes, 2008). Equipment is needed to ensure that the fieldwork studies are carried out effectively. Transport is needed to ferry the students to fieldwork sites. If the pupils’ are away for some days accommodation has to be secured for the days the pupils will be away. Ajibade and Raheem’s (1999), study noted that in Nigeria fieldworks at times depend on the students’ contribution through levies and meagre departmental subscriptions. Therefore the occurrence of fieldwork would be hinged on the funds available for the programme.

All stages of fieldwork involve expenditure during planning, execution of fieldwork and post fieldwork phases. Lambert and Reiss (2014) study revealed that the fieldwork is sometimes seen by school management as expensive in terms of costs. They argue that geography learning can be undertaken without venturing into the field therefore it is an unaffordable luxury. These school managers view fieldwork as expendable and desirable but not a core component. However, fieldwork is not only confined to far distant places but can be carried within the school grounds or areas close to the schools. This is an alternative cheaper form of engaging pupils in fieldwork.
Gwenda and Teresa’s (2001) research revealed that the logistics involved prior to undertaking a fieldwork are deterrent, involving endless phone calls to the proposed destinations, applying for permission, securing transport and accommodating other teachers’ schedule. Many teachers find the organisation of fieldwork a mammoth task particularly if it is being carried away from the school grounds. The Ministry of Primary and Secondary Education (MoPSE) in Zimbabwe requires that for a school to undertake an educational tour the following conditions should be met: a detailed budget for the tour, letter to the District School Inspector by the Head, letter to the Provincial Education Director, letter to the school Head by the organiser, letter from the PED for the province to be visited, letter (s) from the Provincial Educational Director(s) of the provinces that the touring team is passing through, confirmation letter from the organization to be visited, copy of circular for the organisation of educational tours, drivers papers, vehicle papers and indemnity form. The dictates of the circular for the organisation of educational tours are endless considering the restrictions of time and other duties teachers have to take care of. To get maximum return from fieldwork the schools have to endure much trouble and expense. For fieldworks that are done within the school grounds or a few kilometres from the school the organisers have to apply to the head through their Heads of Department.

The MoPSE further provide the guiding principles of undertaking education tours. It is hoped that before sending out pupils on tours. Heads will satisfy themselves that each trip is of significant value to the pupils who should actively participate in them as well as the school as a whole. It further highlights that follow up exercise(s) by the trip/tour members in the form of oral and written reports with appropriate illustrations, should be considered as a reasonable and desirable conclusion of the visit and where necessary display for the benefit of the rest of the school and parents might be mounted (See appendix 3). Organising fieldwork is not the same as planning and organising classroom learning.
Fieldwork planning and delivery places a considerable time burden on staff which can detract them from their ability to undertake other academic activities. (Maskall and Stokes, 2008). Fieldwork is viewed as a time consuming undertaking to squeeze into an already overcrowded curriculum as such teachers cannot afford adequate time for fieldwork. Lambert and Reiss (2014) vowed that fieldwork is under threat because it is mistakenly considered to be an unnecessary luxury which disrupts progress in other subjects missed when learners have gone for fieldwork execution. It is taken as a disruption to the timetable. Mundende’s (2007) study found that fieldwork and excursions are not separately time-tabled from the three or four geography periods per week in the Zambian Education System. The teachers use the same time allocated for geography lessons to conduct fieldwork. He further noted that both teachers and pupils find it difficult to create extra time for fieldwork. Therefore fieldwork is challenged by the lack of adequate time. Some schools resort to the use of same time allocated for the subject to undertaking fieldwork. Most schools cannot allocate enough time for the undertaking of fieldwork. Whilst some teachers complain that fieldwork needs time to conduct it is time well spent as long as the desired outcomes are achieved.

2.5 Frequency of fieldwork

In most schools an educational programme is drawn up for each subject every term. Teachers plan for the work they intend to do. What is included in this plan is what teachers think is important for learners to learn (Ngcamu, 2000). The inclusion of fieldwork in the termly plan is an important indication of degree of importance attached to fieldwork. Most schools undertake fieldwork in what are called ‘trips of the year’ conducted at the end of the year. According to Mohammed (2016) the trips usually take place towards the end of the academic year when normal lessons have ceased in Nigerian schools. There are no goals stated for such trips, no purpose is given and no follow up is made. Some schools carry out fieldwork regularly whilst for some it may be included in the termly programme but may fail to undertake.
Mohammed’s (2016) study found that 80% of the schools carry fieldworks once a year, whilst less than a quarter go for fieldwork twice in a year and none of the schools was found to go for fieldwork on a quarterly basis.

One of greatest drawbacks in conducting research successfully is the inability to obtain access to the research field. Johl and Renganathan’s (2009) study schools face numerous obstacles in trying to gain access to various organizations where they would like to carry out their fieldwork in Human Geography aspects. Most organizations usually distrust the role of outsiders and may not value academic studies undertaken by learners. This is particularly true on field researches that involve human variables for example waste management.

2.6 Resource availability

Field equipment can be costly to buy, operate and maintain. Habowa’s (2006) study found that fieldwork is challenged by lack of equipment to enable learners to undertake serious fieldwork. Some of the equipments cited include cameras, soil augurs, measuring tapes, compass and chemicals for testing soil samples. For example simple pyrometers to measure solar radiation can cost thousands of dollars (Gwenda and Teresa, 2001). In addition some instruments can be difficult for students to operate. Some fieldwork requires very little equipment, but at minimum learners will need writing pads and pens. Most school are facing financial constraints and cannot afford to acquire these expensive equipments.

The geography teacher in addition to organizational work has to convince the head that the undertaking of the fieldwork is justified. Fieldwork is not always fully understood by school administrators, as a result they do not fully support it. They regard it as burdensome forming virtually a separate part of the curriculum. So they do not integrate it with the remainder of the curriculum.
2.7 Teacher’s competence

A teacher’s competence is the shelter over his professionalism in doing the job of teaching and selecting the appropriate technique to impart knowledge. Teachers are the key persons in determining success in meeting the fieldwork objectives. The quality and effectiveness of fieldwork implementation heavily depends on the quality of available teachers (Nakazwe, 2011). Characteristics such as academic level, professional level, fieldwork knowledge and years of teaching experience may have an influence on their attitudes towards the use of fieldwork as a learning tool. Most teachers hardly ever use fieldwork because they are unaware how to incorporate fieldwork into their curriculum. An innovative teacher should therefore be familiar and well acquainted with the best method of teaching geography including fieldwork. Selecting the appropriate teaching or learning strategy motivates learners. Effective implementation of fieldwork depends on the competence of the teacher.

Fieldwork cannot be effectively done with the teacher having little knowledge and prior experience to fieldwork. Experience is an important aspect to measure one’s competency level in the execution of a particular task. It is the best teacher. Teachers who are experienced in most schools are expected to have a positive attitude on the use of fieldwork as a learning tool. The undertaking of this fieldwork is an important indication of the value attached to this fieldwork.

Most teachers trained at universities and colleges are expected to have undergone through the techniques of fieldwork implementation. Teachers should have basic knowledge on the undertaking of fieldwork the powerful knowledge which has a significant influence on the success of fieldwork implementation. Graduate teachers who are expected to teach ‘A’ level Geography are expected to have no problems in using the fieldwork method due to the depth of their studies. Some teachers are qualified but are not competent in using the method.
Ngcamu’s (2000) cautioned that qualification does not mean competence. In his study he noted that some teachers in Zambia are highly qualified and knowledgeable on fieldwork and yet do not undertake fieldwork.

The teaching profession is made up of teachers of different ages and who respond differently to various teaching methods. Young teachers below 40 years are usually willing to face new challenges that the profession presents to them. More often than not, young people want to know, to explore, to discover and to experience new things while their older counterparts are satisfied with what they have done and achieved. The age of a teacher may have an influence on the use attitude on the use of fieldwork as a learning tool in geography,

Most educational institutions worry about the potential legal implications in case of accidents on field classes. In most cases the school authorities strictly requires that no fieldwork is undertaken without ensuring the healthy, safety and welfare of all those involved. Sites to be visited need to be risk assessed. Heads of schools have overall responsibility for health and safety in their schools including when the pupils are undertaking fieldwork. The security issues in some areas have constrained the use of fieldwork as a learning tool in Geography in some school. In Nigeria cases of abduction of learners are rampant. Mohammed (2016) found that security issues in Nigeria call for concern and has affected the rate at which fieldwork is being carried in schools. It is risky to move with the school children outside due to political tensions. Maskall and Stoke (2008) argued that legislation and regulation is on the increase in health and safety issues. This is a deterrent factor in the undertaking of fieldwork.

The constraints in fieldwork may impact negatively on the undertaking of fieldwork. Some teachers may later resort to learning within the classroom. Therefore it is justifiable to examine the constraints in undertaking fieldwork and their influence on the attitude of teachers to use fieldwork as a learning tool.
2.8 Conclusion

This chapter aimed at providing the broad theoretical background of fieldwork aspects as revealed by researcher. It noted the theoretical aspects of some of the issues to be investigated in the study. The importance of fieldwork as a necessary component of learning has been demonstrated. Moreover constraints in the undertaking of fieldwork were identified. However the positive perceptions of fieldwork as an effective learning tool outweigh the negative misgivings surrounding time, financial costs and organising issues. With proper planning and commitment geography teachers can ensure that it remains one of significant learning method that pupils have in their learning experiences.

3.0: CHAPTER 3

RESEARCH METHODOLOGY
3.1 INTRODUCTION

This chapter presents the research design, research instruments, target population, sample and sampling procedure and administering of research instruments that were decided to be most suitable for addressing the formulated research questions. Each component will be discussed separately below. This chapter will also justify the selection of the specific research methods and strategies.

3.2 THE RESEARCH DESIGN

Wimer (1995) defines research design as a set of guidelines and instructions one has to follow when addressing a research problem. The design addresses the types of data, data collection instruments, when data was collected and who the research focused on. The study was a survey that employed the qualitative design approach that gathered data in relation to the schools’ attitude on the use of fieldwork as a learning tool in ‘A’ level geography. The study was mainly qualitative as the use of research questions was employed to gather data in relation to the use of fieldwork. The qualitative method was valuable in studying attitudes and other human attributes in relation to fieldwork. The research attempted to situate the meaning of particular behaviours and ways of thinking on the use of fieldwork as a learning tool. According to Tuckman (1994) and Burns (2000) the survey method is useful for extracting attitudes, feelings, opinions and conceptions from a sizeable sample of respondents so as to make generalised conclusions. The survey method gathers data at a particular point with the intention of describing the nature of existing conditions or identifying standards against which existing conditions can be compared. In this study, the survey method was useful in providing descriptive and explanatory information on fieldwork which was used to make generalisations on the findings on schools’ attitudes on the use of fieldwork as a learning tool in geography.
For the purpose of this survey, questionnaires and interviews were used as the main tools in data collection. The questionnaire was suitable as a primary data collection tool due the nature and purpose of the study on soliciting data on the attitudes of schools on fieldwork as well as to the time and financial constraints associated with the study.

### 3.3 TARGET POPULATION

The study targeted A Level Geography teachers in the cluster. The research was carried in Maramba cluster in U. M. P District focusing on three schools that were providing ‘A’ Level geography that is Maramba, Magunje and Chikuhwa High Schools. All ‘A’ level geography teachers at the three schools were selected as respondents for the study. The schools under the study had at least two teachers for ‘A’ Level Geography lower six and upper six classes. The cluster was purposively selected because of its accessibility and limitations of financial resources which could not accommodate very far places. The school administrators assisted the researcher to identify the teachers involved in the study. The ‘A’ level geography teachers selected assisted the researcher in getting an insight on attitudes towards fieldwork issues.

### 3.4 RESEARCH INSTRUMENTS

#### 3.4.1 Questionnaires

The questionnaire was the major tool for data collection in this study. The questionnaires were administered to all geography teachers that were taking A Level geography in Maramba cluster.. The researcher sought for permission to administer the questionnaires from the school authorities upon arrival. These school administrators assisted in identification of the required teachers. The researcher gave the A level geography teachers the questionnaire to complete and waited for the questionnaire to be returned. The researcher administered the questionnaires to the participants individually to ensure better co-operation. The questionnaires were collected after an hour.
The choice of the questionnaire survey for the study was motivated by the need to consume less time for the study and to afford a considerable measure of objectivity in the responses that were received from the respondents. All the respondents received the same set of questions phrased in exactly the same way using the questionnaires. This allowed greater uniformity of the responses and greater reliability.

The questionnaire had both closed and open ended questions. The open ended type of questions aimed at getting the reasons from the respondents and more clarity on the issues of fieldwork. These questions allowed the respondent freedom to express his/her feelings without being guided by limited choice. Closed ended questions were used so as to direct respondents’ thinking and views and to allow a single answer from given alternatives. Closed answers allowed for greater scope of quantification as many teachers gave their views on the matter researched. This allowed respondents to answer similar questions so that it was easy to analyse them.

The questionnaire had three sections. Section A which dealt with demographic information like gender, age, educational level, teaching experience and level of the class been taught. These questions were asked to ascertain whether gender and age have an influence on the attitude on the undertaking of fieldwork. Educational level and teaching experience were vital in the assessment of the relationship between the undertaking of fieldwork and qualification level as well as experience in the field of teaching the respondents had.

Section B consisted of questions that focused on the undertaking of fieldwork. In this section information on how fieldwork is done, frequency and the challenges in the undertaking of a fieldwork was elicited from the respondents.

The Likert scale was used for measuring attitudes in Section C of the questionnaire by asking respondents to respond to a series of statements on the use of fieldwork as a learning tool in
terms of the extent to which they agree with them. Likert-type scale used a fixed choice response format designed to measure attitudes and show the level of agreement and disagreement using a continuum from strongly agree, agree, not sure, disagree to strongly disagree (McLeod, 2008). The questionnaire had a set of pre-coded responses for which they indicated their level of agreement or disagreement.

3.4.2 Validity of the instrument

To validate the instruments the questionnaires and interview guides were given to three experienced geography teachers for test and measurement for face and content validity. Some modifications were made according to the recommendations made by these experts. Their comments were considered in producing the final copy of the questionnaire.

3.4.3 Reliability

Tuckman (1994) defines reliability as a matter of whether a particular technique applied repeatedly to the same object would yield the same result. He went on to highlight that the reliability of research depends on its stability, which means ability to give similar or nearly the same results if a different test were to be carried out on the same sample. Reliability then is a measure of consistency with which an instrument measures. It was assumed that since the survey method was employed for the study it would generally be strong on reliability. This is because with this method uniform responses would be elicited from respondents, especially with the questionnaire being the main tool for data collection.

3.4.4 Interviews

The purpose of the study was to establish whether fieldwork is undertaken in geography lessons or not and the schools attitudes towards the use of fieldwork. So the school administrators particularly the HODs were involved in the study. The researcher made appointments with
three selected schools’ Heads to come up with dates for interviews and administering of
questionnaires.

The researcher used an interview guide for the interviews with the Heads of the Geography
Departments. The interview guide developed for this study specified the important fieldwork
issues related to school attitudes on the use of fieldwork as a learning tool in the teaching of
geography. It covered issues like how often fieldwork is being done, challenges and the
rationale for undertaking fieldwork. The interviews complemented the information gathered
from the questionnaires. This enabled the researcher to get information on the overall attitude
of the administrators on the use of fieldwork as a learning tool in geography. The researcher
also interviewed the District School Inspector to get information on the requirements for the
application of an educational tour. During these interviews the researcher, took notes.
Immediately after each interview, the researcher reviewed the notes taken during the interview
expanding the short hand and adding important comments or points made.

3.5 DATA COLLECTION

Wimer (1995) defines data collection procedures as the ways of gathering and measuring
information on variables of interest in an established systematic fashion that enables one to
answer stated research questions, test hypothesis and evaluate outcomes.

Data was collected mainly using the primary sources of data through the use of questionnaires
and interviews as outlined above. The researcher also visited the District Education Office to
have information on the schools that have undertaken the fieldtrips during the term and the
logistics involved in applying for fieldwork. A copy of the requirements for applying for a field
tour was collected from the District Education Office.
3.6. DATA PROCESSING

Wimer (1995) view data analysis as a process that involves the ability to breakdown information that has been collected into components parts and identify the relationships that exist amongst them.

Data collected through the use of interviews and questionnaires was processed. Data was analysed qualitatively under the different headings. The themes assisted the researcher to manage, organise and reduce the data to relevant and manageable units. The responses from the study were quantified to synthesise the data. Descriptive statistics of the frequency of certain fieldwork actions were also useful. Data was also synthesised to produce descriptive analysis. This involved reading through all responses in open sections of the questionnaire and classification of data according to specific issues such as the frequency of undertaking fieldwork and common views on the statements indicated on the Likert-scale. The descriptive data was given in the form of percentages and frequencies. The search for patterns and themes was achieved by exploring and linking categories to one another which allowed the interpretation and explanations of data categories. Finally the data collected was later presented in form of tables, charts and graphs. Inferences of what these representations meant constituted the findings of the research project.

3.7 Summary
This chapter has looked at the ways through which the research was carried out, the target population and the research instruments used. It also explained the reliability and the validation of the instruments used. The chapter also described the data collection procedures that were undertaken.

4.0 CHAPTER 4
DATA PRESENTATION, ANALYSIS AND DISCUSSION
4.1 INTRODUCTION

This chapter presents the findings on the schools attitudes on the use of fieldwork as a learning tool in the Maramba Cluster. The data was obtained from the questionnaires administered to the ‘A’ Level Geography teachers and the interviews held with the School Heads, Heads of Geography Departments (H.O.D s) and District Office personnel.

4.2 Analysis of questionnaire response rate

<table>
<thead>
<tr>
<th>Respondents</th>
<th>Questionnaires distributed</th>
<th>Questionnaires returned</th>
<th>% Response rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>‘A’ Level Geography Teachers</td>
<td>8</td>
<td>8</td>
<td>100</td>
</tr>
</tbody>
</table>

The table above shows that a total of 8 questionnaires were distributed to the targeted ‘A’, Level Geography teachers and all the questionnaires were returned giving the response rate of 100 %. The eight teachers comprised all the teachers who were offering ‘A’ Level Geography in the Maramba Cluster. Interviews were held with all the three Heads and Heads of the Geography Departments of the schools under study.

4.3 DEMOGRAPHIC INFORMATION ON THE RESPONDENTS

4.3.1 Gender of the ‘A’ level Geography teacher respondents

In trying to find out the schools’ attitude on the use of fieldwork as a learning tool in ‘A’ Level Geography, the gender of the teachers was regarded as important as it may have a bearing on the undertaking of fieldwork.
Out of the 8 ‘A’ Level Geography teacher involved in the study, 3 teachers (37.5 %) were females and 5 teachers (62.5 %) were males. More males were teaching ‘A’ Level Geography than females in the Maramba Cluster.

4.3.2 Age ranges of the respondents

The teaching profession is made of teachers of different ages who respond to the various teaching methods differently. The study sought to find out how the teachers of the different age groups in the cluster viewed the use of fieldwork as a learning tool.
The study found out that of the eight respondents none were less than 20 years, 2 (25 %) were between 20 to 29 years, 4 (50 %) were between 30 to 39 years and 2 (25 %) were above 40 years. Therefore most of the teachers who were teaching in the cluster were teachers at the age below 40 years. These teachers were young and willing to face new challenges in the teaching profession including the use of fieldwork as a learning tool.

4.3.3 Qualification of the respondents

The successful use of the fieldwork as a learning tool depends on the qualifications of the teacher. Highly qualified teachers are versatile as they can employ various teaching method to suit the needs of learners. During teacher training period, most teachers had encountered the fieldwork technique in preparation for their future professional needs.

The findings of the study revealed that only 1 teacher (12.5 %) had a Diploma in Education. Seven teachers had Degrees related to geography and 1 of these 7 teachers had a Post Graduate Diploma in Education. The interview with the District School Inspector (DSI) revealed that it was a ministerial policy that all teachers taking ‘A’ Level should have a minimum qualification of a degree. Only one teacher did not have the requirements of teaching ‘A’ Level Geography.
All the respondents were found to have the necessary knowledge to implement the fieldwork as a learning tool in Geography as they had all taken geography as a main area of specialisation at their tertiary level of education. The results immediately rule out incompetence as an excuse for not undertaking fieldwork. The teachers with post graduate degrees should on the basis of their depth of knowledge in the subject be expected to lead the way in the use of fieldwork as a learning tool.

4.3.4. Teaching experience of the respondents.

The teacher’s experience was taken as an important variable used to measure their competency in executing the appropriate learning methods.

Fig 4.3 TEACHING EXPERIENCE OF THE RESPONDENTS AS ‘A’ LEVEL GEOGRAPHY TEACHERS

As indicated by fig 4.3 above, 1 teacher (12.5 %) had a teaching experience of less than a year. This teacher was the Diploma holder and had only taken the ‘A’ class after the resignation of the previous teacher. Three (37.5 %) of the respondents had taken ‘A’ Level Geography for the
range 1-5 years, 2 teachers (25%) between 6 to 10 years and the other 2 (25 %) teachers for 11-15 years. Most of the teachers under study had a teaching experience of more than a year. With experience the teachers were expected to have tried or used the fieldwork as learning tool in geography or acquainted with the best methods of teaching geography. All teachers were also taking lower classes of geography (Form 1 to 4) in addition to their ‘A’ Level classes loads.

4.4 GENERAL FIELDWORK ISSUES

4.4.1 Use of fieldwork as a learning tool by respondents.

All the H.O.Ds interviewed at the 3 schools under study indicated that they were using the fieldwork method as a learning tool in ‘A’ level Geography. The HODs included the educational tours in their termly plans and articulated that the method was fruitful in the learning of geographical concepts. Even the DSI strongly recommended that the schools should adopt the learner-centred teaching approaches like the fieldwork method. However the DSI was not sure whether this learning method was being used in school as he was new in the district at the time of the interview. Further interviews with the other District Office personnel revealed that some schools used to carry out the educational tours but no reports were being submitted to the District Office on the activities they would have done.

Out of the eight geography teachers interviewed only 1 (12.5 %) indicated that he was not using the fieldwork technique as a learning tool. The same teacher was the one who had a teaching experience of less than a year and was a female. However the teacher indicated that she usually assigns the pupils homework to have a look at some of the geographical aspects like soil properties and physical characteristics of inselbergs.

4.4.2 Frequency of undertaking fieldwork

Fig 4.4 Frequency of undertaking fieldwork.
From fig 4.4 above it can be noted that 75% of the teachers used the fieldwork method once every term. Only one teacher (12.5%) had never used the fieldwork method. It was not possible for the teachers to cover all the geographical aspects with a single field visit. A few aspects were covered when these teachers embarked on field tours.

The responses from the teachers on when was their last fieldwork, indicated that three teachers 37.5% (one upper six and two lower six geography subject) teacher had carried their fieldwork visits a month earlier, two teachers (25%) the previous term, two teachers (25%) the previous year and 1 (12.5%) teacher had never carried out a field tour.

4.4.3 Places were fieldwork is usually undertaken

The Heads of schools interviewed indicated that the schools had no capacity to organise field tours outside the district. The schools were facing dire financial constraints as all these schools were day schools and the pupils were not paying their fees on time as expected. The Heads had only allowed the teachers to carry out their fieldwork studies within the school grounds or within the school radius. They were aware of the procedure to follow for applying for educational tours outside the district. The District Education Office personnel further indicated that of the three schools under study no school had applied for any educational tour outside the
district. Only one school Maramba High had phoned them indicating that the ‘A’ Level Geography pupils were having a field visit to the Datata mountain range for an hour and permission was granted through the phone.

The geography teachers (87.5%) who had organised the field visit recently indicated that they had never moved out of the District specifically for geographical field studies. Their field tours were usually done within the school grounds (soil and vegetation studies) or within the school catchment area. However some of the teachers highlighted that they would reveal some geographical phenomena to the pupils as they travelled for athletics competitions and ball games. This is a clear indication that the geography teachers highly valued the fieldwork method but learning was being restricted within the school grounds and not further afield.

4.4.4 Challenges encountered in undertaking of fieldwork

All the three schools under study indicated a myriad of problems that hinder the effective implementation of fieldwork in their day to day teaching and learning activities.

Table 4.2: Challenges encountered by teachers in undertaking fieldwork.

<table>
<thead>
<tr>
<th>Challenges encountered</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>School financial problems</td>
<td>7</td>
<td>28</td>
</tr>
<tr>
<td>Applying for fieldwork</td>
<td>3</td>
<td>12</td>
</tr>
<tr>
<td>Time constraints</td>
<td>5</td>
<td>20</td>
</tr>
<tr>
<td>Lack of support from the administration</td>
<td>4</td>
<td>16</td>
</tr>
<tr>
<td>Shortage of tools or equipment</td>
<td>6</td>
<td>24</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>25</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

The table above shows that the ‘A’ Level Geography teachers encountered various problems in the undertaking of fieldwork. Chief among the problems were financial constraints (28%).

All the three schools had no school buses to carry the pupils when undertaking the educational
tours. Moreover the school Heads indicated that they were no longer sending the pupils back home to force the parents to settle their school fee arrears. The parents were not forthcoming when it comes to funding of field lessons that take place out of the school premises.

The other major challenge encountered was time constraints (20 %). Although fieldwork was indicated in the school termly plans it was not separately time-tabled. The teachers who carried out the fieldwork used the same time allocated for geography lessons to carry out the fieldwork within the school premises. In all the schools ‘A’ Level Geography was allocated four double lessons to make eight periods per week.

The least challenge encountered by the school was shortage of equipment (12 %). The researcher noted that if the fieldwork was carried out regularly the challenge should have been greater. The HODs revealed that the Geography departments had no special tools or instruments to take note of save for an Econet weather station stationed at Maramba High School though the school had no access to it.

4.5. ATTITUDES OF THE RESPONDENTS TOWARDS THE USE OF FIELDWORK AS A LEARNING TOOL IN GEOGRAPHY

The study required the ‘A’ Level Geography teachers to respond to a series of 10 statements on the use of fieldwork as a learning tool along the strongly agree (S A), agree (A), neutral (N), disagree (D) and strongly disagree (S D) continuum. These statements were aimed at revealing the teachers’ attitude towards the use of fieldwork as a learning tool. This section was taken as central to the study as it gives more information on the attitudes of the respondents towards the use of fieldwork.

STATEMENTS TO SHOW THE ATTITUDES OF RESPONDENTS TOWARDS THE USE OF FIELDWORK AS A LEARNING TOOL.

1. Fieldwork is the heart of geography.
2. Fieldwork should be used as a learning tool in geography
3. Fieldwork is vital in the teaching of geography and should be a core activity in the geography curriculum.
4. Fieldwork is the only way of putting geography into practice.
5. Fieldwork should be undertaken regularly in schools.
6. Fieldwork promotes an improvement in ‘A’ Level Geography pass rates
7. Fieldwork should be included in geography termly plans
8. Fieldwork wastes time.
9. Fieldwork is an unnecessary luxury.
10. Organisation of fieldwork is a huge task.

Table 4.3 Responses of ‘A’ Level Geography teachers on statements related to the use of fieldwork as a learning tool.

<table>
<thead>
<tr>
<th>ITEM NO</th>
<th>SA</th>
<th>FREQ</th>
<th>%</th>
<th>A</th>
<th>FREQ</th>
<th>%</th>
<th>N</th>
<th>FREQ</th>
<th>%</th>
<th>D</th>
<th>FREQ</th>
<th>%</th>
<th>SD</th>
<th>FREQ</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>6</td>
<td>6</td>
<td>75</td>
<td>2</td>
<td>25</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>2</td>
<td>7</td>
<td>7</td>
<td>87.5</td>
<td>1</td>
<td>12.5</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>3</td>
<td>5</td>
<td>5</td>
<td>62.5</td>
<td>2</td>
<td>25</td>
<td>1</td>
<td>12.5</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>4</td>
<td>4</td>
<td>50</td>
<td>3</td>
<td>37.5</td>
<td>1</td>
<td>12.5</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>4</td>
<td>4</td>
<td>50</td>
<td>2</td>
<td>25</td>
<td>1</td>
<td>12.5</td>
<td>1</td>
<td>12.5</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>6</td>
<td>6</td>
<td>75</td>
<td>2</td>
<td>25</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>7</td>
<td>3</td>
<td>3</td>
<td>37.5</td>
<td>4</td>
<td>50</td>
<td>1</td>
<td>12.5</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>1</td>
<td>1</td>
<td>12.5</td>
<td>3</td>
<td>37.5</td>
<td>2</td>
<td>25</td>
<td>1</td>
<td>12.5</td>
<td>1</td>
<td>12.5</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>9</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>12.5</td>
<td>3</td>
<td>37.5</td>
<td>4</td>
<td>50</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>10</td>
<td>6</td>
<td>6</td>
<td>75</td>
<td>2</td>
<td>25</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

From table 4.3 above it is clear that most of the ‘A’ Level Geography teachers had a strong positive attitude towards the use of fieldwork in geography. Seventy five percent of the respondents strongly agreed that fieldwork is the heart of geography whilst 25 % agreed to the same fact. Overall all the teachers generally appreciated the use of fieldwork as a learning tool. The majority of the respondents (87.5 %) also strongly supported the use of fieldwork as
a learning tool in geography with the other 12.5 % agreeing to the same fact. All the teachers regardless of their age or qualification shared the same view.

However about fifty percent of the respondents were of the view that fieldwork wastes time. It is better to spend more time on fieldwork as many benefits are accrued leading to better understanding of geographical concepts. What is needed is proper preparation to effectively utilise the minimum time allocated for geography lessons. Fieldwork is integral to the teaching of geography as revealed in the study.

4.5 CONCLUSION

This chapter intended to present the findings on the schools’ attitude on the use of fieldwork as a learning tool in ‘A’ Level Geography in Maramba cluster. Data gathered from ‘A’ Level Geography teachers, HODs and the District Education Office was analysed, presented and discussed in line with the objectives of the study.

The overall attitude of schools towards the use of fieldwork was strikingly positive. All the teachers regardless of gender, age and qualification highly valued the use of fieldwork. Fieldwork was included in the schools termly plans. However schools were failing to organise fieldwork regularly. Field visits were restricted to the immediate environments of the schools. The study revealed that most of the teachers had the required knowledge and competence in the undertaking of fieldwork. Financial constraints were a deterrent factor in the undertaking of fieldwork.

5.0 CHAPTER 5

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction
This chapter will spell out the summary of findings, conclusions, and recommendations. The conclusions were drawn from the research questions and a summary of findings on the schools’ attitudes on the use of fieldwork as a learning tool in ‘A’ Level Geography will be outlined. The recommendations were given to shed light on areas that requires attention and for further researches.

5.2 Summary of findings

The research focused on the schools’ attitudes on the use of fieldwork as a learning tool in ‘A’ Level Geography in the Maramba cluster. The study made use of ‘A’ Level Geography teachers, School Heads, Heads of Geography Department and the District Education Office personnel. The main objectives of the study were to establish the schools attitudes attitude towards the use of fieldwork as a learning tool in Geography, to investigate whether fieldwork as component of Geography is been implemented in rural schools or not, to determine how much importance do teachers or schools attach to fieldwork and to determine constraints of fieldwork implementation in rural schools.

The study was largely prompted by high failure in ‘A’ Level Geography questions involving the practical aspect or fieldwork techniques. The main respondents were therefore the ‘A’ Level Geography teachers in the Maramba Cluster.

The study established that schools had a positive attitude towards the use of fieldwork as a learning tool in ‘A’ Level Geography. However the schools failed to organise the field tours regularly. The field visits that were undertaken were limited to the immediate surroundings of the school. There was a clear indication that the teachers highly valued the fieldwork as Section A of the ‘A’ level Geography Syllabus required the undertaking of fieldworks technique for example slope profile analysis, vegetation studies in Physical Geography and urban transect study and traffic or pedestrian counts in Human Geography. There was an indication that
although the teachers had planned the undertaking of fieldwork in their scheme-cum plans those intentions did not mean that fieldwork was carried out as planned. The teachers could not conduct these tours as planned due to financial constraints in most cases.

The attitude in undertaking of fieldwork was not negatively affected by age, qualification and experience as earlier assumed. The shortage of instruments to undertake fieldwork was not a serious problem as fieldwork was not being regularly used in Geography studies.

5.3 CONCLUSION

The researcher concluded that the challenges in the undertaking of fieldwork has to be dealt with, and if not attended to, there might be a further downfall of pass rates in ‘A’ level geography. The school administration should pool resources for the undertaking of fieldwork every term and continue to advocate for learning that takes place outside the restriction of the four walls of the classrooms. Teachers should be made aware of the fact that teaching geography without fieldwork is a profitless exercise. Fieldwork enlarges geography knowledge and consolidates ideas learnt in the classroom.

5.4 RECOMMENDATIONS

In the light of the above findings and conclusions made, it is recommended that:

- Although the school have a positive attitude towards the undertaking of fieldwork more effort should be put towards the undertaking of field visits further afield outside the school environments.

- The organisation of field trips should be undertaken at a District level to spread the costs which is made possible by the adoption of a common ‘A’ Level Geography Syllabus.
• Purposeful workshops should be held regularly to equip the teachers on the recent
trends of teaching Geography through strategies like fieldwork.
• School administrators should ensure that the undertaking of fieldwork does not only
start at ‘A’ Level but as soon as the pupils enrol for secondary education.
• More time should be allocated to ‘A’ level Geography including a block period for
practical and administrators should monitor that the time is used effectively.
• School administrators should charge a levy for ‘A’ Level Geography practical to fund
fieldwork activities.

REFERENCES
Ajibade, L.T and Raheem. (1999). Re-appraisal of fieldwork as a teaching method in
geography in Ilorin Journal of Education. Ilorin: Haytee


Nakazwe, K. M. (2011). *Effetiveness of UNZA Trained Degree Holder Geography Teachers in Executing the Field Project in Zambian High Schools of Lusaka and Kafue Districts*. University of Zambia: Lusaka


APPENDIX 1

QUESTIONNAIRE FOR ‘A’LEVEL GEOGRAPHY TEACHERS IN MARAMBA CLUSTER
I am a postgraduate student currently enrolled at Bindura University of Science Education doing a Post Graduate Diploma in Education. I am conducting a research on schools’ attitudes towards the use of fieldwork as a learning tool in ‘A’ level Geography in high schools in Maramba Cluster.

You have been chosen to take part in this research. Please help me by responding to the questionnaire as honestly as possible. All responses will be treated with the greatest confidentiality and used for the purposes of this research only.

(Please do not write your name on the questionnaire)

GENERAL AND PERSONAL INFORMATION

Kindly tick (✓) the box next to the answer applicable to you or write the necessary response in the space provided.

1. Name of school ……………………………………………………………………………………..

2. Sex  male □ female □

3. Indicate the range under which your age falls in the options provided?
   less than 20 □ between 20-29 □
   between 30-39 □ above 40 □

4. What is your highest qualification you attained?
   ‘A’ level □ Diploma in Education □
   Degree □ Masters degree □ other specify…………………………..

5. What is your area of specialisation?.................................................................

6. What is your teaching experience?
   below one year □ 1-5 years □
   6-10 years □ 11-15 years □
   above 15 years □
7. For how long have you been teaching geography at ‘A’ level?

- below one year
- 1-5 years
- 6-10 years
- 11-15 years

INFORMATION ON FIELDWORK

8. Do you use fieldwork as a learning tool in ‘A’ level geography? yes □ no □

(Question 9 below is not applicable to those who responded ‘yes’ to the above question)

9. If you do not undertake fieldwork, what are the reasons for not doing it?
..........................................................................................................................................

10. How often do you undertake fieldwork?

- once a week
- once a month
- once a term
- once every year
- never
- other specify

11. When was your last fieldwork?

- this week
- last week
- last month
- last term
- last year
- other specify

12. Where do you normally go for your fieldwork?

- within school grounds
- out of the school
- nationally

13. Who funds the educational tours at your school?

- the school
- the pupils
- other specify

14. Who should take the initiative to ensure that learners are engaged in fieldwork?

- school head
- Head of the dept
- the teacher
- other specify

15. Which challenges do you face in the undertaking of fieldwork?

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

SECTION C:

ATTITUDES OF RESPONDENTS TOWARDS THE
USE OF FIELDWORK AS A LEARNING TOOL IN GEOGRAPHY.

Please read each statement carefully and indicate whether you Strongly Agree (SA), Agree (A), are Neutral (N), Disagree (D) and Strongly Disagree (SD) with the statement by marking the appropriate number with a cross (x).

<table>
<thead>
<tr>
<th>ITEM</th>
<th>STATEMENT</th>
<th>SA</th>
<th>A</th>
<th>N</th>
<th>D</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Fieldwork is the heart of geography.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>Fieldwork should be used as a learning tool in geography.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>Fieldwork is vital in the teaching of geography and should be a core activity in the geography curriculum.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td>Fieldwork is the only way of putting geography into practice.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td>Fieldwork should be done regularly in schools.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6.</td>
<td>Fieldwork promotes an improvement in ‘A’ Level Geography pass rates.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7.</td>
<td>Fieldwork should be included in geography termly plans</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8.</td>
<td>Fieldwork wastes time.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9.</td>
<td>Fieldwork is an unnecessary luxury.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
10. Organisation of fieldwork is a huge task.

APPENDIX 2

INTERVIEW GUIDE TO THE HEADS OF GEOGRAPHY DEPARTMENT.

1. What is your comment on the qualification, age and experience of A’ Level Geography teachers you have in your department?
2. What is your position regarding the use of fieldwork as a learning tool in geography?

3. Have your department organised a fieldwork in the recent past? If yes how did you apply for the fieldwork?

4. Is fieldwork part of your learning program? What is the position of the school regarding the undertaking of fieldwork?

5. Which benefits do you think pupils derive from undertaking fieldwork?

6. Which challenges do you encounter in undertaking fieldwork?
Circular No. P.54

Distribution
Principal Directors
Directors
Provincial Education Directors
Deputy Directors
District Education Officers
Heads of all Schools
ZIMTA Executive Secretary
NAPH
NASH
PTUZ
TUZ

ORGANISATION OF EDUCATION, SPORT, ARTS AND CULTURE TOURS AND VISITS

This circular cancels and replaces Circular No. P.54 dated 13 May 2002.

1.0 General

All heads of schools who intend to take school children on an educational trip/tour should apply for authority as stipulated below.

a) For Intra-District and Inter-District tours within the Province: apply to the District Education Officer at least two months in advance. Subsequent changes should be communicated to the District Education Officer as soon as they are known.

b) For Inter-Provincial tours: apply to the Provincial Education Director for information as in a above.

c) For Inter-National Tours: apply to the Secretary via the Provincial Education Director with a copy to the District Education Office. The application should include the date of departure, destination, duration, and composition of the touring group.

d) The prior permission of the authorities in charge of the places to be visited must be obtained in writing. In the event of cancellations of an intended visit/tour, the authorities with whom prior arrangements had been made must be notified immediately and to ensure good relations, reasons should be given for the cancellation.

e) Letters of thanks should be written to all those who made the trip/tour a success and a comprehensive report made thereafter to the office that granted the permission.
6.2 Schools must at all costs avoid travelling at night.
6.3 Vehicle drivers must be appropriately licensed and be of sober habits. When pupils return at night they must be delivered to their homes or be put up at the school.

7. Travelling Outside Zimbabwe
It is the head’s responsibility to write through the Provincial Education Director to the Secretary for Education, Sport, Arts and Culture at least two months before the intended date of departure.

The application should have the following documents attached:
a) A detailed budget of the tour/trip including transport, food, boarding costs etc.
b) Proof of the availability and adequacy of funds.
c) Group insurance policy cover to cover health insurance.
d) Itinerary with dates where possible. Names of members of the touring party and their passport numbers. Passports, visas (where applicable), medical certificates and foreign currency arrangements should be made well in advance to avoid mistakes and embarrassments which can occur due to hurriedly made arrangements. Organisers should ensure that there are sufficient funds available for the visit to be completely self-supportive in the country to be visited.

For all members of the Public Service travelling outside the country, it is imperative that Cabinet authority be sought at least two weeks or a fortnight prior to the date of travel.

8. Guiding Principles
It is to be hoped that before sending out parties of pupils on visits/tours, heads will satisfy themselves that each trip is of significant value to the pupils who should actively participate in them as well as the school as a whole.

Follow up exercise(s) by the trip/tour members in the form of oral and written reports with appropriate illustrations, should be considered as a reasonable and desirable conclusion of the visit and where necessary display for the benefit of the rest of the school and parents might be mounted.

S. M. Mahere (Dr) FCIS
SECRETARY FOR EDUCATION, SPORT, ARTS AND CULTURE
APPENDIX 4: APPLICATION FORM TO MAKE AN ORGANISED SCHOOL VISIT OR EDUCATIONAL TOUR IN ZIMBABWE

APPLICATION TO MAKE AN ORGANISED SCHOOL VISIT OR EDUCATIONAL TOUR IN ZIMBABWE

To be submitted in triplicate to the District Officer who will submit two copies to the Provincial Director.

SCHOOL: ............................................................ ADDRESS: ..............................................

1.

ITINERARY: ...........................................................................................................................

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

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

2(a) Places proposed to visit
..............................................................................................................................................

(b) Dates of visit From ................................to ............................................................

(c) Number of Children and Teachers included ............................................................

Female teachers ......................................................... Male teachers ........................................

Girls ................................................................. Boys .........................................................

Travel Arrangements

From: ............................................................ To ............................................................

By: ............................................................ Date ............................................................

Advance Booking made on (Date) ............................................................

3 ACCOMMODATION

Accommodation has been arranged as follows

At (Specify details)
..............................................................................................................................................

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

From: ............................................................ To ............................................................

Letter confirming Accommodation booked yes/no Received on ......................

(a) Accommodation $........................................................

(b) Fares $........................................................

(c) Food $........................................................

(d) Total $........................................................

A. AVERAGE COST PER CHILD $........................................................

B. THE AMOUNT TO BE CHARGED PER CHILD IS $..........................
Where B is less than A an explanation of how the difference is to be made up is required.
Also state what provisions have been made for emergencies.

4: I CERTIFY THAT:
   a) The statements made 1-4 above are correct.
   b) I have consent in respect of the proposed trip signed by the parent or guardian of all pupils going for the trip.
   c) Where the visit is outside our province, the consent in writing of the province has been sought. And written consent of the provinces we are going through has been sought.
   d) All the provisions of circular P. 54 have or will be complied with

School tour organiser……………………………………
Date………………………………..

School Head…………………………………………
Date…………………………………..

Checked by

Education Inspector…………………………………… Signature………………
Date……..

Recommended/ Not Recommended

DEO……………………………………

Signature…………………… Date………………

APPROVED PED……………………………………

SIGNATURE……………………………………….. DATE………………………….
MARAMBA HIGH SCHOOL
PO BOX 009
MUTAWATAWA
27 SEPTEMBER 2016
THE DISTRICT SCHOOL INSPECTOR
BOX 30
MUTAWATAWA

RE: REQUEST FOR PERMISSION TO CONDUCT RESEARCH.

I am a Post Graduate student currently enrolled with Bindura University of Science
Education doing a Post Graduate Diploma in Education. I am writing this letter to request for
permission carry out a research with teachers taking A Level Geography in Maramba Cluster
that is at Maramba, Magunje and Chikuhwa High Schools.

My research is entitled “Schools attitudes towards the use of fieldwork as a learning tool in
‘A’ Level Geography”. The research will be used for academic purposes and nothing else.

Your permission to conduct research at these schools will be highly appreciated.

Yours faithfully

Mandala Artwell

[Signature]

THE EDUCATION INSPECTOR
MINISTRY OF PRIMARY & SEC. EDUCATION