BINDURA UNIVERSITY OF SCIENCE EDUCATION

FIELDWORK IN GEOGRAPHY EDUCATION: A CASE STUDY OF A PRIVATE SCHOOL IN ZIMBABWE.

A dissertation submitted in partial fulfillment of the requirements for the Bachelor of Science Honors Degree in Geography

by

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DECLARATION

I, Nellia Tapiwa Musekiwa hereby declare that, except for references to other people's work which had been duly acknowledged, this dissertation is my original work which was never submitted to ant other institution before.

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This research was undertaken under the supervision of Dr. Dziva D.

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DEDICATION

To my loving family for their inspiration and being a pillar of strength during the course of this project.

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ABSTRACT

The aim of the study was to determine the utilization, challenges and implementation of fieldwork as a pedagogical tool in geography education at a private school in Zimbabwe. The research study followed a qualitative approach and an interpretive qualitative case study research design was employed Thirty questionnaires were administered and interviews were carried out. Geography students and teachers qualified as the study population from which the research sample was drawn. The purposive sampling method was used to select the 4 teachers and purposive systematic sampling for the 30 students who responded to questionnaires and interviews. Data was computed and analyzed using the descriptive method and presented in the form of tables and graphs using Microsoft Excel. Main findings on the study indicated that private schools utilize fieldwork as a tool to in teaching geography though its implementation rate is limited due to lack of school authorities support, time constraints, financial resources and lack of teamwork among teachers. In addition, the research discovered that the school does involve parents when organizing fieldwork and the school authorities do not frequently visit the Cambridge Hub for updates on certain issues to do with fieldwork in Geography education. Further, the Cambridge geography syllabus has a lot of content to cover with a specified period of time and this has proven to be little to incorporate fieldwork more often. The study also reviewed that geography fieldwork has contributed the development of skills, knowledge and values in learners. The study also yielded that learners have interest and are eager embarking on geography fieldwork activities but lack of financial resources has made it difficult. The research recommends education and awareness and unity among all stakeholders to ensure the successful implementation and utilization of geography fieldwork. In addition, non- availability of funds from the school authorities should not be taken as an excuse by the WIS teachers for not organising fieldwork in Geography. Further the school should involve parents so that they contribute financially and the school will be able to provide the needed resources to facilitate effective organisation of fieldwork. The school management should organize for Cambridge on-line workshops so that they learn more about geography fieldwork.

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WIS	Westminster International School
IGCSE	Cambridge International General Certificate Education

Chapter One: The problem and its setting

1.0 Introduction

This chapter is giving an overview of the issues under investigation and going to offer the following: background of the study, statement of the problem, research questions, significance of the study, definition of key terms and chapter summary.

1.1 Background of the study

Fieldwork is an essential component of Geography education as it enables learners to better understand the messiness of geographical reality, develop subject knowledge and gain a range of skills that are difficult to developing the classroom alone (Albortt, 2006). The abstract nature of majority of the topics in Geography necessitates fieldwork as the ultimate teaching method to aid in clarifying, establishing and correlating accurate concepts and interpretations vividly and meaningfully to learners' understanding (Aggarwal, 2003).

Knapp (2002) holds a similar notion that learning in a hands-on setting is one of the best ways to reinforce topics learnt in the classroom to integrate academic and experimental learning as this makes the learners grasp the meaning of concepts better when they supplement the theoretical lesson taught with a practical experience. In addition, there is a significant increase in student's factual knowledge and understanding after participating in well-planned fieldwork, for example, taking learners to observe the natural environment when teaching topics that relate to the environment such as Rivers, Coasts, Weather, Climate and Natural vegetation. Ababio and Dumba (2014) also argued that the introduction of fieldwork as a pedagogical skill in teaching and learning of Geography boost the interest and understanding of learners about certain topics which are mainly taught theoretically therefore making the subject abstract and uninteresting in the classroom. It also helps teachers in teaching and to upgrade their existing knowledge, skills and abilities by way of professional development to effectively impart students what is

worthwhile to enhance their performance. Therefore, fieldwork cannot be underestimated and under-utilized since it gives a practical aspect of the lessons taught in the classroom (Ababio and Dumba, 2014).

Fries, Oliver, Quak and Lau (2016) also concur by arguing that fieldwork has merits in the geography discipline to provide learners with opportunities to perceive, experience, learn and enquire about the real sites and the world. In other words, fieldwork is an essential part of geography education that enables learners to develop authentic experiences, learning and thinking about geographic phenomena and Geo spacers. This is why the K-12 graduate and post graduate Geography curricular in many countries emphasize field work (Ida, 2013). The recent educational reforms in South Korea emphasizes student's engagement, inquiry - based learning (Lee, 2016). In particular, the reform of the University admission system, whereby the power of the college entrance exam was reduced and high school records such as award winning, certificates, and records of volunteer community service are emphasized has encouraged high schools to adopt various innovative learning programs including fieldwork.

Fieldwork courses help learners marry theoretical and practical concepts, forming a bridge between classroom learning and the real world (Hovorka and Wolf, 2009). They build skills in field observation and comprehension that build problem solving capabilities (Maskall and Stokes, 2008). They also demonstrate the shortcomings or inadequacies of textbooks and classroom learning, hence fostering critical self-awareness, while providing a useful tool for self-development through close contact with 'Other' (Monk, 2000), both environmental and human (Hovorka and Wolf, 2009). Consequently, if confronted with a field situation to interpret or a problem to solve, a good Geography learner knows what to do to find an explanation or a solution. However, laboratory work and computer simulation, often lack such capabilities.

Fieldwork provides the qualities of a holistic education, which cannot be gained if Geographers have the skills needed to become the 'world-makers' able to demonstrate the 'union of education and life'. it also enables them to act for the welfare of all graduates from other disciplines or, other geography programmes (Mullens, Bristow, and Cuper, 2012) where the focus is upon written texts, a classroom or by other kinds of study (Gallego, 2001). It provides the experiential benefits that emerge from total engrossment of the learner in real world situations that have influences and challenges that outweigh

their own imaginings or preconceptions and that have direct, often, emotional impact (Kern and Carpenter, 1984). Geographical fieldwork is a connective practice (Haigh, 2017), sometimes that creates an emphatic and emotional, sometimes conative relationship between the learner and the 'Other' (Monk, 2000). 'Otherness', of course, is an attitude constructed by the mind of the observer; the 'Other' is something different to the familiar and everyday norm, a perceived 'them' that is different from 'us' (Staszak, 2009). It is the 'Otherness' of the field experience that helps surface the spectra that divide the familiar from the alien, communal from the private, sacred from profane, the ordered from the chaotic, and which influence the degree to which different places have emotional or conative affects (cf.Ellis, 1993; Haigh, 2008, 2017).

The Zimbabwean government introduced a new curriculum in secondary schools and Geography is one of the core subjects. The geography syllabus aims at motivating learners to appreciate their local, national, regional, and global geographical space as this is expected to increase their awareness about resource distribution, management and utilization for the benefit of Zimbabwean citizens (Ministry of Primary and Secondary Education, 2016). The geography syllabus further seeks to equip learners with skills, attitudes, values and practical competencies that enable them to participate in the development of the country. It also prescribes various learner-centered methods of teaching and learning the subject, and field work is one of the methods just like with the Cambridge Geography curriculum. As Malone (2008) states, the value of experiencing such things as landscape features, busy urban streets, riverbanks and unfamiliar cultures which help ground the learner's local environment in the context of global, it also aids motivation and self-development. Nonetheless, secondary school geography teachers face challenges in integrating fieldwork into teaching and learning of the subject. Considering this background, the researcher conducts this research on the challenges and opportunities of using fieldwork in teaching and learning of Geography at this private school.

Fieldwork is also something that is perpetually under threat by the cost-savers of the school management. It is expensive, demanding of staff time and can create major challenges because of the complexities of dealing effectively with Health and Safety and inclusivity issues (Hall et al., 2002). Maskall and Stokes (2008) detail the many design, logistic, legal, and other practical issues associated with organizing fieldwork experiences. The effectiveness of fieldwork depends upon how it is done and, equally, how well it

supports and is integrated into the larger curriculum (Glass, 2015). The private school under study is a high school in Zimbabwe which offers the Cambridge International General Certificate Education (IGCSE), Advanced Subsidiary Level (AS) and Advanced Level (A2) syllabi. It offers a number of subjects and Geography is one of them. The Cambridge IGCSE Geography syllabus offer the option for students to undertake Component 3 (Coursework) or Paper 4 (Alternative to Coursework). For either option, students must understand the geographical route to enquiry and need to know a range of case studies or field studies. Undertaking fieldwork will provide students with practical experience of the geographical route to enquiry, and the opportunity to develop their enquiry skills and gain first-hand practical experience of fieldwork methodologies.

1.2 Statement of the problem

Fieldwork is an important part of Geography education because it helps students to apply theoretical knowledge in real-world situations and acquire skills like observation, analysis, and communication. Fieldwork, on the other hand, presents several impediments and possibilities for the teachers and students, particularly in private schools where resources and expectations may differ from those in public schools. The purpose of this research is to investigate the nature and scope of these difficulties and possibilities in private schools, with a particular focus on Westminster International School in Zimbabwe, a premier institution offering the Cambridge curriculum.

1.3 Research Questions

The following research questions guide the study:

1.3.1 How does Westminster International School utilize fieldwork as a pedagogical tool in geography education?

1.3.2 What challenges are associated with using fieldwork as a pedagogical tool at Westminster International School?

1.3.3 How does the fieldwork, as implemented at Westminster International School, contribute to the development of geographical knowledge, skills, and values among students?

1.4 Assumptions

1.4.1 The private school's fieldwork program enables students to develop key skills, such as data collection, analysis, and interpretation, within the context of geography education.

1.4.2 The geographical and environmental characteristics of the private school provide relevant and diverse opportunities for impactful fieldwork experiences in the context of geography education.

1.5 Significance of the study

The intent of this study is to contribute to the overall knowledge base into the areas that need intervention in as far as the utilization of geography fieldwork in private schools is concerned. This is misplaced. It should be part of the background. Through this study relevant stakeholders (Ministry of Primary and Secondary Education, Private schools owners and authorities, curriculum developers, teachers, parents, and students) can be able to come up with interventionist strategies that will help promote the successful learning of the subject in private schools. As such the study will be vital tool in unleashing the challenges facing the successful implementation of geography fieldwork activities in private schools.

1.6 Limitations

Limited time for the study was the main challenge. The researcher had other work commitments. However, she had to use weekends to create extra time for research. Limited experience in research and the researcher had to constantly seek advice from her supervisor. Due to the small a word is missing here available for the study, the research cannot be generalized beyond the specific population from which the sample was drawn.

1.7 Delimitation

The research is focusing specifically on opportunities and challenges of fieldwork as a pedagogical tool in Geography education as well as to establish ways to enhance the opportunities and to address the challenges of fieldwork as a teaching and learning method,

at a private school in Borrowdale in Northern Central District in Harare Province. Borrowdale is located 4 kilometers north of the city center and the school under study is located along Harare Drive, about 400 meters away from Domboshava road and Harare Drive intersection due west. Only Geography students were chosen to participate in the research because the research was based on fieldwork in geography education.

1.8 Definition of key terms

The following definitions are provided to ensure understanding of these terms as used in this study:

- **Pedagogical tool**

Pedagogical tool refers to an instruction or mechanism that is used in the educational context to serve to the teaching-learning process (Sahdev, Trivedi and Sharma, 2022).

- In line with the above definitions, the researcher defines a pedagogical tool as anything that a person uses to learn or teach.

- **Fieldwork**

  Fieldwork is where geographers learn 'from doing' geography to 'do' geography. Its special attributes include providing experiential, sometimes transformative, learning through the immersion of the learner in the field experience (McSweeney and WinklerPrins, 2020).

  In line with the above definition, the researcher defines fieldwork as the process of involving learners in conducting hands-on investigations and research in real world locations to observe, collect and analyse geographical phenomena.

- **Geography education**

Geography education refers to the teaching and learning of the earth's surface as the space within which the human population lives. It involves the teaching and learning of young people about, in and for the environment and society in which they live (Gerber, 2000).

The researcher then defines geography education as the teaching and learning of the earth's physical and man-made features and the relationship between them in order to develop students' understanding of the world's diverse regions and their ability to analyse and interpret geographic information.

- **Private schools**

Glass (2015) defines a private school as a school supported by a private organisation or private individuals rather than by the state.

In line with the above definition, the researcher defines a private school as an educational institution that is funded and operated by an individual rather than the government.

1.9 Summary

This chapter provided an overview of the study. It begins by having a background to the study where it underscored the rationale of having fieldwork as a pedagogical tool in geography education by looking at its global and local proven significance. More to it, the background also reviewed some literature on the value of fieldwork as a pedagogical tool in geography education across the world and Zimbabwe in particular. The main purpose of the study was spelt out by the objectives of the study which includes the examination of the challenges and opportunities of fieldwork. The questions which guided this research were also spelt out. Chief among them is: what are the challenges and opportunities of using fieldwork in geography education with particular focus on Westminster International School. Time was singled out as a limiting factor considering that the school timetable experiences a rigid flow to allow fieldwork expedition. The chapter asserted that the study is limited to the opportunities and challenges of using fieldwork in Geography only as well as in a private school setting. Only students who do Geography at the school participated in the study. Terms like pedagogical tool, private school and geography education were defined to show how they are going to be used in the study.

1.10 Organisation of the study

This study is organized into five chapters. The first chapter is the introductory part which deals with background of the study, statement of the problems, research questions, significance of the study, limitation of the study, delimitation of the study and definition of key terms. Chapter two is committed to the review of the related literature to lay down the theoretical foundations of the study, literature review of some related research studies on fieldwork opportunities and challenges. The third chapter consists of the research design and methodology. This chapter describes sources of data, instrument of data collection, document review and techniques of data analysis. Chapter four deal with the presentation, analysis, and discussion of data. The final chapter presents summary of the major finding, conclusions, and recommendations.

Chapter Two: Review of Related Literature

2.0 Introduction

This chapter examines literature which is related to the study to fully understand the scope and nature of the opportunities and challenges private high schools are experiencing in using and implementing fieldwork as a pedagogical tool in geography education. From this review several common themes emerge that provides an in-depth review of the multiple factors that influence the possibilities and difficulties of fieldwork as a teaching and learning tool. The following sub sections were reviewed: The theoretical and conceptual frameworks of fieldwork, advantages of fieldwork, challenges of fieldwork in geography education and research gap.

2.1 Theoretical Framework

2.1.1 Experiential Learning Theory

Experiential learning is regarded as the learning attained through the process of doing (Kolb and Kolb, 2005). The learner first experience, then conceptualise and finally experiment to consolidate learning (Waseem and Aslam, 2021). Hence experiential learning has a huge role to play in Geography education as fieldwork provides students with direct experiences, encouraging reflection and the application of theoretical concepts in the real-world settings. Combining Kolb's theory with the social perspective of Bandura serves to highlight the importance of direct experience, which must be undertaken in a social setting for effective learning. Learning as a result of practice, by doing, thinking and speaking as Geographers, not as result of the final outcome, is a key component of a more encompassing social theory of learning.

In most cases, during fieldwork activities, students ask teachers if something is right or wrong. Teachers do not answer the question with a yes or a no. They ask what observations, processes, or investigations the students have gone through to yield their answer. By highlighting correct or incorrect practices, they will then answer the student's original question for them. Thus, correct practice will give the right answer. By discussing with their colleagues, teachers will help to refine their answer and such discussion emphasizes the

value and importance of social interactions from the perspective of geographers as well as of learning based on practical experience, framed in an appropriate social context during fieldwork. Working together with colleagues promotes peer-assisted learning which fits well with constructivism. It is an instructional approach in which peers serve as active agents in the teaching and learning process (Rohrbeck, Ginsburg-Block, Fantuzzo & Miller, 2003). Peer-assisted learning has been shown to promote achievement (Schunk, 2012).

2.1.2 Social Theory of Learning by Wenger.

The social theory of learning also emphasizes the importance of giving 'meaning' to learning (Streule and Craig, 2016) that is, to make sense of learning within the world around us and as inquisitive beings, if we are place directly in the real-world situations, meaning will be naturally generated in our learning experiences. By the very nature of fieldwork as a pedagogical tool, being in the world around us, meaning is intrinsically built into the learning (Streule and Craig, 2016). Learning of meaning as a result of experience was distinguished from learning of practice as a result of doing as two separate components in his social theory. In the context of Geography education, fieldwork serve to provide experience and doing at the same time, and as a result, we can conclude that learning of practice and meaning are interlinked and inseparable products of fieldwork. Fieldwork, therefore, provide a unique opportunity for meaningful practical experience to be undertaken to achieve effective learning.

2.1.3 Discovery Learning

Discovery learning refers to obtaining knowledge for oneself by exploring, problem-solving to create, integrate and generalize knowledge (Bricknell-Holmes and Hoffman, 2000). It is student- driven, interest- based activities in which the student determines the sequence and frequency. The activities encourage integration of new knowledge into the learners' existing knowledge base. It also involves constructing and testing hypotheses rather than simply reading and listening to teacher presentations. Discovery is a type of inductive reasoning because students move from studying specific example to formulating general rules, concepts, and principles. Through fieldwork, the convectional type of field research based on hypothesis testing helps students apply what they have learnt, that is, geographical theories and patterns, to the real world. Initially, students are led to consider some geographical

theories and then formulate hypothesis for testing at the site. After data collection, the data is tested against the geographical theories or expected patterns and relationships, and based on these results, the hypothesis can either be accepted or rejected. It is also referred to as problem-based, inquiry, experiential, and constructivist learning (Kirschner, Sweller and Clark, 2006). Discovery learning is a form of problem solving (Klahr and Simon, 1999), it is not simply letting students do what they want. Although it is a minimally guided instructional approach, it involves direction; teachers arranged activities in which students search, manipulate, explore, and investigate. The open scenario represents a discovery situation where students learn new knowledge relevant to the domain and such general problem-solving skills as formulating rules, testing hypotheses, and gathering information (Bricknell-Holmes and Hoffman, 2000). Hence learning becomes more meaningful when students explore their environments rather than listen passively to teachers (Schunk, 2012).

2.1.4 Constructivism

Constructivism is a learning theory that suggests knowledge is constructed by individuals through active engagement and interaction with their environment. Rooted in the works of Jena Piaget and Lev Vygotsky, the theory emphasizes the role of active engagement and personal experiences in the learning process. Fieldwork allows students to construct their own understanding of geographical concepts by interacting with the environment, collaborating with peers, and making sense of their observations. In the constructivist approach, the learner is actively involved in the learning process (Major and Mulvihill, 2018). Thus, according to Ogunniyi and Rollnick 2015) the classroom is no longer a place where the teacher pours knowledge into passive learners, who wait like empty vessels to be filled. It is in this context that fieldwork should be used as a tool to enhance the learning process.

Constructivism emphasizes the importance of social interaction and collaboration. Students should work collaboratively in fieldwork activities, sharing observations, discussing findings, and constructing meaning together. As Virtue and Hinnant-Crawford (2019), postulated learners should construct new knowledge as they seek to solve real-world problems that affect them and their communities, instead of reproducing the knowledge which they receive from their teachers. In addition, Copple and Bredekamp (2009) shares firestone sentiments that all learners should be involved in learning activities to ensure that they tackle

challenging and real-world problems, acquire communication and collaboration skills in addition to knowledge.

Although constructivism encourages students to reflect on their fieldwork experiences and make connections between their prior knowledge and the new information they have gathered, reflective activities, such as journaling or group discussions, can help students make sense of the data they collected and develop a deeper understanding. In their research (Shepard, 2000; Wilson and Peterson, 2006) noted that constructivist geography fieldwork empowers students to take ownership of their learning. They further noted that, students should have a degree of autonomy in planning, executing, and evaluating their fieldwork projects as this autonomy allows them to develop a sense of responsibility and engagement with the subject matter.

2.1.5 Inquiry - based learning

Inquiry-based learning can also be integrated into fieldwork since it engages students in the tasks of posing questions, seeking out relevant information, and evaluating the information in their efforts to answer given questions. By its nature, inquiry-based learning is a good framework for designing geographical field projects (Roberts, 2013). It creates in learners, a 'need to know', thus, provoking curiosity and raising questions, it also helps learners select an appropriate source of geographical data and to make sense of the data through being able to describe, analyze and communicate, reflect, and pose new questions.

To understand the difference in educational experience that fieldwork provides, the theoretical framework of Social Learning needs to be explored. Dewey was one of the first educationists to identify that learning is a social and interactive process that provide students with a limited set of vocational skills in a confined educational context offered a great disservice to them and their minds (Streule and Craig, 2016). Learners, as social beings, learn by direct experience is considered to be a fundamental part of learning process, and this is done in a system of social learning whereby direct experience is undertaken in the company of others, and by the observation of others. Fieldwork is typically designed to promote self-directed geographical enquiry where practical problems are presented to students that need to be solved as a group. This makes students to pursue courses of action that can be successful and at times unsuccessful and it is this practical experience of success and failure that

becomes most informative to learning as a social being. Hence this provides the strongest positive reinforcement possible to the pursuit of successful courses of actions in the future practices or learning activities. In addition, the more fundamental content of Geography can be effectively learned on the field like during fieldwork activities on field trips. For example, students may be shown different types of rocks or soils on pictures during a lesson, and they would, to some extent, learn about them from that experience. However, in the field or on a field trip, they are able to see the rocks and soils for themselves, to look at them, from close-up and from far away, as they have more of a direct experience and are able to interact directly with academic content within its relevant context. Such directness of experience is key to the experiential learning theory by Kolb which emphasizes the process of learning as very important, not just the outcomes of that learning. (Streule and Craig, 2016).

2.2 Fieldwork in Geography Education

Geography fieldwork is ‘hands-on’ when students are involved in fieldwork enquiries, they are collecting primary data, formulating questions to investigate, seeking answers to their questions and communicating the findings. Well planned fieldwork in Geography adds value to learning in the subject as well as providing a positive contribution to the wider curriculum. Hence good fieldwork encourages geographical enquiry and frequently lead to higher-order thinking and learning (Ofsted, 2005). As geography fieldwork activities and projects often consist of three major stages, that is, pre-fieldwork, fieldwork and post-fieldwork, it is important to account for the roles of teachers and learners in each stage (Roberts, 2013). This can be a useful guide for educators in developing fieldwork projects for learners with different educational needs and experiences.

Fieldwork in geography education is an important activity in terms of promoting the development of geographical knowledge learning (Esteves, Hortas and Mendes, 2018). As an integral part of geography learning, fieldwork enables the development of skills and knowledge impossible to learn within school wall. Fieldwork has always been an essential teaching-learning methodology for school geography. It is through direct observation that the Geographer collects much of the information that is subsequently compiled, correlated, and generalized in a laboratory and for this reason,Geography teachers use it as a preferential strategy (Esteves, Hortas and Mendes, 2018). The way fieldwork integrates geographic

education is framed by a perspective more related to research methodology, fieldwork's importance in geographical education is unquestionable, representing a moment of testing of the most theoretical approaches, developing the perception about the real and thus articulating theory and practice (Esteves, Hortas and Mendes, 2018).

Harvey (2011) also believes that fieldwork promotes collaborative and discovery learning of students contribute information to form a bigger picture to their inquiry so that more angles of an issue or problem may be covered. Marshal and Strokes (2008) also state and believe that fieldwork build problem-solving capabilities as well as change attitudes as much as they foster learning. Fieldwork in geography education is an important activity in terms of promoting the development of geographical knowledge and skills that go beyond school learning (Esteves et al.,2018). It again, helps students to gain a greater understanding of the discipline of geography, including grasping of the vocabulary, developing field investigation techniques and an ability to relate the ideal world and textbook examples to the real word (Gerber and Chuan, 2000). Developing the ability for independent work, with or without little guidance or being supervised, developing observational skill through experiential learning as well as developing analytical research and social skills and respect for the environment, are some of the skills students develop.

There are also instrumentation skills that once learnt, become life-long skills. These include using aerial photographs and hand-held cameras to obtain a photographic record, using topographic map, field mapping and the skills of interviewing people, document and policy analysis of field notes coding and cross-checking conclusions (Osman and Casella, 2007; Lambert and Reiss, 2016). These skills develop through student interaction with the environment outside the classroom (Jenkins etal.,1991; Albortt, 2006, and Tenha,2019). Practical problem-solving, adaptability to new demands that call upon creative solutions, and thinking on the move while making observations, and collecting data and teamwork are also important skills benefited through fieldwork. They can be regarded as employability-enhancing skills (Kent et al., 1997; Hovorka and Wolf, 2009; Wall and Speake, 2012; Goulder, Scott and Scott, 2012).

Fieldwork serves as a forum in which to develop more relaxed and productive student-teacher interactions and inter-students socializing when they relate freely without fear of being humiliated (Cook, Zheng and Stang, 2012; Lambert and Reiss, 2014;2016). Moreover,

fieldwork helps learners to develop ethical questions underlying the ultimate responsibility for the environment, its quality, and its uses. As further emphasized by Knapp (2000; Aggarwal and Green, 2011), fieldwork as a method of teaching should be employed more frequently by Geography teachers.

Curriculum revisions in recent years, in Zimbabwe, have made fieldwork an entitlement in Geography and reinforce the expectation that all students will have fieldwork experience. The Geography National Curriculum in the United States of America, states that students should 'use fieldwork in contrasting locations to collect, analyze and draw conclusions from geographical data.' (The Geographical Association,2023). There is a long history of fieldwork in geography qualifications for GCSE, IGCSE and A level students as it contributes to the final examination mark. Cambridge GCSE and A level examinations, often follows an enquiry approach where students seek answers to one or more geographical questions. However, newer fieldwork approaches are now used in schools such as discovery field work and sensory fieldwork. When inquiry-based learning is applied, it is present in various forms depending on the degree of participation of learners and teachers. Thus, student-centered inquiry-based learning is completely up to the learner whereas teacher-centered learning on the other hand, emphasizes the teacher's guidance and role (Lee, 2020). In both cases, as student gain more experience with enquiry based approaches, teachers may increase the scope and difficulty of focus questions, use more open-ended and ill-structured problems, and simultaneously decrease the amount of explicit guidance provided. Therefore, instead of saying which form is better, it is important to find the best balance between students' freedom to explore and teachers' provided guidance.

The way the student should be in contact with the real world has evolved from the traditional school visit or field trips to models, in which students' involvement is deeper and representing the contribution of several educational theories in geography educational practices. For example, the old observation, surveying and sketching of landforms has been advanced to hypothesis generation and testing, involving measurements of phenomena using a range of instruments and laboratory methods, followed by statistical analysis and interpretation (Biddulph, Lambert and Balderstone, 2021).

2.3 Fieldwork in private schools

The teacher plays a very important role in the successful implementation of fieldwork activities in private schools, that is from the beginning to the end of any fieldwork activities. He/she, fully convinced with the educational values and curriculum imperatives of fieldwork, sensitizes the students and convince parents on the importance of fieldwork as well, find out, calls, intimates him/herself with the phenomena, site and hosts, and then finally secures the Administrator's permission. If the stakeholders support the teacher's plan, then fieldwork can take place, however, if they decide not to support him/her the opportunity for fieldwork to take place is lost.

The teacher then talks to the principal about his/ her intentions and plan to organize fieldwork. This can be done in the company of the head of department (HOD). It is assumed that the principal would agree and support the move of the geography teacher (Amosum, 2016). However, if the principal decides not to agree and supports the teacher, then fieldwork cannot be done because it is after the full support of the principal that the students should be told and sensitized. The teacher's persuasion and sensitization matter a lot as this goes a long way in making students see the purpose, profits, and prospects of fieldwork, thus it's immediate and future gains. As soon as the students are convinced and interested, they would also begin to persuade their parents alongside the teacher. Students could also motivate each other to participate. When a teacher succeeds in organizing fieldwork in one session or year, the sessions after would not be difficult because the eagerness and enthusiasm to go would have been passed to students and other stakeholders would develop confidence in the system (Ababio and Ballang, 2021). The teacher reaches out to the parents or guardians of his/her students through letters as their support and consent is to be sought by the teacher. The geography teacher has to make preliminary visits to the site he/she intends to carry students to for fieldwork, to brief the host on his or her expectations when they eventually come for the fieldwork. With the strong support of the principal, the teacher should the seek audience with the school administrators or directors as well as the Local Education Board on the intending fieldwork, and if possible, the Ministry of Education should be notified before embarking on fieldwork.

Some curriculum dot not clearly state specific areas of geography which should be considered for fieldwork, suggest places that could be visited as well as not making suggestion on the particular periods of the session that could be used. This aspect has been left for teachers to decide but in some cases, they have not been able to do that. When all this is written in the curriculum, the problems teachers face with stakeholders whenever they want to organize fieldwork will no longer be there (Amosum, 2016). The Cambridge IGCSE and A level curricula clearly state and suggest specific areas and places of geography which should be considered and visited for fieldwork although it does not suggest the particular periods of the session that could be used.

Fieldwork in private schools can provide unique opportunities and challenges compared to public or government-funded schools. Characterised by smaller class sizes, autonomy through more freedom in terms of curriculum, teaching methods and overall policies, private schools are not bound by government jurisdiction and can design their own educational programs which they deem fit for their students although they observe regulations from the Ministry of Primary and Secondary Education. Most private schools in Zimbabwe often have selective admissions processes which are based on academic performance, interviews and other criteria. They offer specialized programs in areas such as arts, music of STEM education with dedicated facilities and resources to support these programs as compared to that of public schools. With stronger focus on academic excellence and college preparation, they may offer advanced placement (AP) courses and have higher expectations for academic achievement and this trend has been of practice in Zimbabwe and globally. Gerber and Chaun (2000) noted that private schools generally have higher tuition fees than public schools, which can make them less accessible to certain socioeconomic groups and that scholarships and financial aid may be available to help offset costs for some families.

They often have larger budgets and access to more resources compared to public schools. This can allow for more extensive fieldwork experiences, such as travel to distant locations or the use of specialized equipment as they may have the financial means to provide students with enhanced fieldwork opportunities and access to experts in the field. The implementation of fieldwork in private schools is significant as compared to public school because private schools often have greater flexibility in their curriculum and scheduling. This can allow for more frequent or extended fieldwork experiences. The flexibility in the curriculum can also

allow for greater integration of fieldwork activities into classroom instruction, ensuring that fieldwork is directly relevant to the curriculum objectives.

In Zimbabwe, it is common knowledge that private school embark more on fieldwork activities that public schools due financial resources and high levels of parental involvement and support which can facilitate the planning and execution of fieldwork activities, as parental support can provide additional supervision, transportation, and assistance during fieldwork trips. Parents may also contribute their expertise or resources to enhance the fieldwork experience (Tenha, 2019; Firomumwe, 2019). In addition, some private schools may have a more diverse student population or offer international programs. This can enrich fieldwork experiences by providing opportunities for students to explore different geographic regions, cultures, and perspectives. Fieldwork in private schools may include international trips or collaborations with schools in other countries, allowing students to engage in comparative studies and gain a global perspective.

Fieldwork in private schools have been criticized by researchers that it often caters to a more privileged student population, which may limit the diversity and inclusivity of the experiences provided thereby creating a skewed understanding of the world and reinforce existing societal inequalities. This concurs with Gerber and Chaun (2000) who indicate that private schools typically have higher tuition fees, making participation in field work activities more accessible to students from wealthier backgrounds. They further note that this can perpetuate inequities in accessing valuable learning experiences, preventing students from lower-income households from benefiting from these opportunities. This imbalance can help in perpetuating segregation and discrimination by excluding certain groups of students or by not actively promoting inclusivity and diversity initiatives yet education is a basic human right which should be accessible to all regardless of gender, race, ethnicity or family background. Studies have indicated that fieldwork in private schools suffer from weaknesses of limited scale and impact due to the smaller student body hence field work opportunities may be limited in terms of scale and impact on the broader community. This raises questions about the overall effectiveness of such experiences in addressing societal issues or creating meaningful change. Although fieldwork in private schools has its opportunities and challenges it is prudent to note that criticisms do not necessarily apply to all private schools and their field work programs, as each school may have unique approaches and practices.

2.4 Role of Technology in geography fieldwork

The role of technology can be recognized in enhancing fieldwork experiences. For example, mobile devices have been increasingly useful in fieldwork projects in geography, owing to their portability, social interactivity, context sensitivity, connectivity, and individuality (Klopfer, Squire and Jenkins, 2008; Patten, Sanchez and Tangney, 2006). This is important for inquiry-based fieldwork, mainly, where students are often challenged to take the lead throughout inquiry, data collection, and collaborative problem-solving in the field and the portability of the mobile platform implies that learning with such devices will find natural contextualization. Mobile technology gives learner independence to explore their environment, and to learn in their own time and at their own pace (Hedberg, 2014).

Moreover, beyond the sensors in mobile devices for audio-visual, Global Positioning System (GPS), many applications like Geographic Information System (GIS), and Remote Sensing tools, allow the users to collect and measure various geographical data during fieldwork. These include sound, angle, speed, distance, and temperature (Medzini, Meishar-Tal and Sneh, 2015; Jong and Tsai, 2016). And the use of video cameras and camcorders to gather data and the use of portable computers to record and provide instant analysis of project data while still in the field, enable 'on-site' decisions to be made. On the other hand, much of what is in the field can be examined before-hand using the products of the new technologies thus permitting background analysis of areas prior to fieldwork. Though maps, photographs aerial photography, and remote sensing can provide the means to examine places in great detail without setting foot on the location (Gerber and Chuan, 2000).

(Yang and Lin, 2010; Cliffe, 2017) asserts that fieldwork often involves small-group activities conducted in geographically separate locations. If all learners are networked via mobile technologies, then each can readily share descriptions and interpretations of geographical phenomena with peers and instructors. In addition, a single database can be created where data collected from various students are instantly compiled together. Moreover, technological devices allow learners to collect data at multiple sites concurrently and progress can be checked instantaneously. However, technology comes with its own challenges, students can concentrate on social media platforms such as Tik-Tok and Instagram, instead of doing given tasks. Students can also use artificial intelligence (AI) such

as ChatGPT to get answers and solutions to given questions and problems at hand. All this promotes laziness and plagiarism in learners.

2.5 Challenges of fieldwork as a pedagogical tool in geography

Despite the many advantages and benefits of fieldwork as a pedagogical tool in geography, it has challenges as well. It is these challenges that hinder the opportunity to use and implement fieldwork as a pedagogical tool in geography and discourage some teachers from using it. Time is one major challenge, Pawson and Teather (2000); Li and Li (2018) agree that time constraints and inadequate support and co-operation from both headmaster and parents are elements which poses problems in the teaching of certain topics in Geography which requires fieldwork for learners to understand better. Such topics include rivers, coastal environments, weather, climate and natural environments in IGCSE and A level Cambridge curricula. Mahommed (2016) holds a similar notion that time is one of the challenges confronting the use of fieldwork as a method of teaching in schools. Time allotted the teaching and learning of geography subject in most schools is inadequate, it never, in most cases, exceeds four periods per week per stream or class, taking into consideration the vast content knowledge of the subject. Geography has many topics to cover, so fieldwork can then be seen as waste of time for syllabus coverage which should be completed within a stipulated time period (Ababio and Ballang, 2021; Zhang, 1999; Munday, 2008; Oost et al., 2011), and in most cases, teachers have a lot of deadlines to meet.

Inadequate funding is another challenge, all the stages of fieldwork are hinged on funds available for the program, thus students are mostly asked to make contributions to the conduct of the fieldwork which in most cases students are notable to pay thus eventually end up calling off the fieldwork. Limited availability of funding, transportation, and equipment may restrict the ability of schools to organize and conduct fieldwork activities. This can affect the research scope by reducing the scale or scope of fieldwork minimizing the number of sites, decrease the sample sizes or cut down on the duration of data collection therefore compromising the overall quality and representativeness of the study. In most cases, parent participation is poor as parents can be adamant to support their children financially when it

comes to fieldwork activities as they do not know what it entails (Baidoo et al., 2019), and they also argue that have other financial obligations to meet such as school fees payment for their children.

Sithole and Lumadi (2013) argued that most times, fieldwork fails to come off because of the support from the school management. The principal of head of the school are sometimes hesitant to grant the teachers the permission to conduct the fieldwork probably due to financial obligations involved, especially if the school would have to foot some of the expenses and also due to lack of logistics and physical resources such as vehicles, which cannot be easily available to convey students for the fieldwork, especially in private schools.

However, most private schools can leverage their financial resources to invest in advanced technologies, expert-led excursions, and specialized fieldwork equipment and sometimes engaging with parents can enhance the support system for fieldwork initiatives in private schools, fostering a collaborative learning environment. However, while private school may have financial resources, there is a risk of perpetual inequalities if fieldwork opportunities are contingent on tuition fees. In other cases, the importance of geography fieldwork is under-valued and considered as sight-seeing rather than an opportunity to enhance theoretical knowledge, skill training and capability cultivation (Li and Li, 2018).

In addition, the student population in most secondary schools has been on the increase because of modernization and the recognition of the importance of education. In consequence, managing many students can be a challenge for a single teacher during fieldwork activities and it also puts pressure and stress on available resources (Gardiner, 1996; Oost, 2011). In Taiwan, Han and Foskett (2007) identified safety, the impact of lesson missed by teachers supervising and students doing fieldwork, and large classes as constraints to do fieldwork. In the United Kingdom, fear and concern for health and safety of students, teacher's confidence and expertise in teaching outdoors, requirements of school curricula and timetables, shortage of time resources and support and wider changes in the education sector such as increasing class sizes, have been cited as constraints to do fieldwork.

Moreover, lack of teamwork among teachers in secondary schools has also negatively affected proper implementation of fieldwork in geography education. Since fieldwork can be time- consuming and overlap with the time slot of other subjects, lack of collaboration and

teamwork, is a problem, at a time when integrated learning is being advocated for by the curriculum and ministry of education (Baidoo et al., 2019). Furthermore, Ngcamu (2000) and Oost et al. (2011), discovered that though most teachers claim to understand what fieldwork mean, very few were and are implementing it in their daily teaching activities, due to poor planning and lack of creativity on their side. Research by Hill and West (2020) indicates that addressing these challenges requires thoughtful planning, collaboration, and flexibility. Educators should engage in ongoing reflection and evaluation, seeking continuous improvement in the implementation of fieldwork activities to maximize their benefits for students.

2.6 Summary

The chapter gave an overview of the theoretical and conceptual frameworks of fieldwork, where literature on constructivism, experiential theory, social constructivism, and the impact of technology has on geographic fieldwork was reviewed. The advantages and challenges of fieldwork as a pedagogical tool in geography were also explored. In this chapter, fieldwork is seen as an essential component of Geography education as it enables learners to better understand the subject well. However, teachers and learners face challenges in carrying out fieldwork. Time, financial resources, school administration support and attitude towards fieldwork and parents support were cited as major constraints. It was also seen that these challenges affect the opportunity to carry out fieldwork in Geography teaching and learning in some secondary schools.

Chapter Three: Research Methodology

3.1 Introduction

The previous chapter examined the theoretical frameworks that formed the lens through which the study was be observed as well as reviewing related literature with the aim of highlighting the research gaps. This chapter describes the research design, research methods, population of the study, sample and sampling techniques, data collection, and analysis methods, reliability, and validity issues as well as ethical considerations.

3.2 Research Paradigm

The study adopted the interpretivist paradigm as a paradigm to study of the use, challenges, and opportunities of fieldwork as a pedagogical tool in Geography education in private schools. The interpretivist paradigm is a framework used in social science research that views reality as a socially constructed and subjective. Antwini and Hamza (2015) asserts that interpretivist paradigm emphasizes the importance of understanding human behavior through the lens of meaning and interpretation thus enabling the researcher to explore and understand the subjective experiences and perspectives of individuals or groups being studied. In addition, interpretivist paradigm is more concerned with understanding the unique context and circumstances in which social phenomena occur through recognizing that the different social settings and cultural backgrounds can influence how individuals interpret and construct meaning therefore strive to engage in a reflexive and iterative process where the researcher actively involved and aware of their own biases and assumptions Kombo and Tromp (2006). The paradigm was useful to the researcher in exploring and understanding how private school utilize fieldwork, the challenges teachers face in preparing and conducting fieldwork as a pedagogical tool in Geography as well as how fieldwork contribute to the development of geographical knowledge, skills, and values among students. The advantage of using interpretivist paradigm is that the responses are valid and close to the truth (Kothari, 2004).

3.3 Research Approach

The researcher used a qualitative approach as it was the most suited for the purpose of this research and was appropriate for addressing research questions which have an interpretive focus including the focus questions of the study. Qualitative approach aims at increasing understanding of the teaching and learning process of fieldwork, its challenges and opportunities. The emphasis is on prompting understanding of human experiences. Qualitative approach provides answers to who, where, what and how questions (Burns and Groove, 2005), from personal and social perspectives (Davies, 2000). Furthermore, Limputtong and Izzy (2005) postulated that with the use of methods centered on open-ended questions, the qualitative approach, thus allowed the participants to provide in their own words thick, rich and in-depth description of the issue under study. Qualitative research emerged because researchers sometimes found quantitative methods inadequate for investigating many problems in education (Ary, Jacobs and Razavieh, 2002). It is therefore of interest to know that it is not enough to know only the number of teachers and learners using fieldwork as a teaching and learning tool in Geography, but it is also necessary to observe and interview the geography teachers and students. With qualitative method, the researcher gains a deeper understanding of the phenomena that she investigates.

3.4 Research Design

The study employed an interpretive qualitative case study design because it aimed at understanding the subjective world of human experience (Cohen et al., 2000). The case study was preferred mainly because it is concerned with a rich and vivid description of events relevant to a specific case and that it can establish phenomenal cause and effect; with the researcher observing implications including effects in the real or natural context (Crotty, 2008; Nisbet and Watt, 2009). Furthermore, this approach was ideal as it allowed for the generation of rich and thick data through illuminating participants' perceptions of their lived experiences (Creswell and Maietta, 2013). Patton (2001) mentions that case studies become particularly useful where one needs to understand a particular group of people, a particular problem or unique situation in great depth. Against this background it is necessary to contextualize case study research in terms of the focus in this study. Thus, the researcher's case in point was to interrogate the geography teachers and students regarding their

utilization of fieldwork as a pedagogical tool. She also aimed at the challenges they face when preparing for and carrying out fieldwork and how it has contributed to the development of geographical knowledge, skills and values among students in an effort to determine the extent of challenges and opportunities for geography fieldwork in private schools.

3.5 Research Population and Sample

The 4 teachers were purposively identified because they teach Geography though at different levels. Purposive sampling was used to come up with the participants because the researcher selected the people with a particular purpose already in mind (Kelly, 2006). Thus the researcher was only interested in the geography teachers and students at the selected school as they were in the best position to respond appropriately, since the focus of the study is on challenges and opportunities of using fieldwork in the teaching and learning of Geography. For the students, systematic sampling was used to obtain the sample according to class level, thus from Form 1 to 6 classes. Every student sitting on the 5th position in class was selected, and only 5 students were selected from each stream because they are 25 students in each class and the researcher felt that 5 will be a good representative of the whole class good. At this private school, learners have permanent sitting positions in every class from Form 1 to 6.

3.6 Data Collection Instruments

The study employed two major instruments in data collection. These were questionnaires and interview guide.

3.6.1 Questionnaire

Silver (2017) defines a questionnaire as an instrument comprised of questions that are filled in by the respondents himself. The researcher carefully designed a questionnaire for the geography students. The questionnaire was developed in line with the research questions in order to fully capture the participants' perception and opinions on the research problem.

The questionnaire was made up of four sections, thus Section A dealt with the background information of the respondents. Section B dealt with ways in which the private school utilizes fieldwork as a pedagogical tool in geography. Section C dealt with the contribution of fieldwork to learners understanding of environmental awareness and community

involvement. The questionnaire made use of descriptive statement based on Likert scale format.

Both structured (closed-ended) and unstructured (open-ended) questions were distributed to the students to which they filled appropriate information based on the requirement of the study and the questionnaire did not call for respondents' names and signatures making it possible to elicit more honest responses. The questionnaire was preferable for students in this study because it permitted economic coverage of the sample of 30 Geography students from different levels and classes at the selected private school. Moreover, the use of questionnaires implied uniformity in the way the questions were asked thereby using comparability of replies and responses were easier to classify and interpret. A copy of the questionnaire is attached as Appendix C.

3.6.2 Interview Guide

An interview guide was designed for the teachers. Based on the scope of this research, the researcher carefully interviewed the selected teachers to ensure a reliable case study. The interview guide was semi-structured with both open and closed question leaving it open to the participants to share their experiences and understanding in depth. The interviews yielded in-depth information on the study. The interview guide was made up of four sections. Section A focused on the participant details. Section B dealt with ways in which the private school utilizes fieldwork as a pedagogical tool in geography. Section C dealt with the challenges associated with using fieldwork as a pedagogical tool at the private school. Section D focused on how fieldwork contributes to the development of geographical knowledge, skills and values among students. The interview guide is attached as Appendix D.

3.7 Data Collection Procedure

The researcher obtained an introductory letter from Bindura University of Science Education, from the Faculty of Science Education. The letter enabled the researcher to seek permission from the Ministry of Primary and Secondary Education and from the Harare Province Education offices, to carry out the study on the selected private school. The researcher also sought permission from the school where the data was collected, and permission was granted

by the Administrator. Copies of the permission letters are attached as Appendix E and F respectively.

The researcher then selected the 4 Geography teachers using purposive sampling and selected the students using purposive systematic sampling from each level. The researcher went on to explain to them what the entire research was all about, and further respond to the questions from both the teachers and the selected students. In addition, the researcher took the opportunity to issue out letter seeking permission to the students so that they would give to their parents for approval in order for the students to be able to participate in the research and all the parents consented to their children participating in the research. A copy of the permission letter is attached as Appendix B. After that, the researcher made an appointment with the teachers as well as the students and set dates when they would meet for the interviews and questionnaires, respectively. On the date of meeting the students, the Senior Teacher was assigned by the Principal to help the researcher administer the questionnaires to the students. The participants were informed not to write their names and signatures on the questionnaires. The questionnaires were personally collected immediately after the students had finished answering them, and the researcher collected a total of 30 questionnaires. This means that a return of 100 % was achieved. The geography teachers were interviewed for about 40 minutes and their responses were recorded accordingly. The interviews were conducted on an open space so that they would feel relaxed to air their views in a very conducive environment. Data collection through questionnaires and interviews took two weeks. The teachers' consent form copy is attached as Appendix A.

3.8 Data Interpretation Method

The data generated through the interviews and questionnaires were analyzed according to themes derived from the research questions in chapter one. Thus, the researcher searched for trends and patterns that can be used to provide answers to the issue under investigation (Yin, 2003).

3.9 Research Integrity

In this study, research integrity was grounded on trustworthiness of the study. This study ensures trustworthiness of its findings through providing a multi-dimensional comprehension

of the issues relating to the use, challenges and opportunities of using fieldwork as a teaching and learning tool in geography at the selected private school and to reduce the risk of bias. Thus, trustworthiness was rooted in considering whether or not the findings answer the research questions through reflecting on the credibility of the original data shared by the participants. The researcher assured that trustworthiness and integrity were observed through the use of various methods of collecting data that is the use of questionnaires and interview guides as well as persistent observation of the participants during the interviews sessions and when they were answering questionnaires.

3.10 Ethical Considerations

The researcher observed the issues pertaining to research ethics, where the process of collecting data was of high confidentiality to avoid any sort of risk, disruption, and biasness to the respondents. The permission to carry out the research was obtained from the Ministry of Primary and Secondary Education, the Harare Province Education office, and from the selected school. In addition, before conducting the interviews and administering the questionnaires, the researcher requested for the participants' approval to be part of the study. They were also assured of confidentiality of the information they provided. For students, consent forms were sent to their parents to sign for their child to participate in the research.

3.11 Summary

The researcher adopted the qualitative interpretative research method to carry out the investigation for this research. The case study research strategy was used as a research methodology to answer the research questions and address the research goals. It also outlines the purposive sampling procedure was employed by the research in selecting the research participants. The sampling method was employed since only Geography teachers were needed for the study. Systematic sampling was employed with students to obtain the sample according to class level. In addition, the questionnaire and interview guides were the data collection techniques used in this study. Furthermore, details on validity and ethical issues pertaining to this study were also presented and described in this chapter. The next chapter will look at presentation, interpretation and discussion of the research findings.

Chapter Four: Data Presentation, Interpretation and Discussion

4.1 Introduction

The previous chapter outlined the strategy for data collection, presentation, and interpretation. This chapter describes the analysis of the research findings. The findings relate to the research questions that guided the study. Data were analyzed to identify and explore the significance and utilization of fieldwork as a pedagogical tool in geography education at Westminster International School.

4.2 Characteristics of respondents

Table 4.1: Classification of respondents (n=34)

Category	**Frequency**
Teachers	4
Students	30

Table 4.1 above shows 4 geography teachers and 30 students took place in the research. This is because these are the only geography teachers at the school and for the students, 30 is a good number to represent all the geography students at the school.

Table 4.2: Academic Qualification of Teachers

Qualification	**Frequency**	**Percentage**
Masters	1	25
First Degree	2	50
Diploma	1	25
Total	4	100

Table 4.2 shows that of the 4 Geography teachers who participated in the study, 1(25%) has a Masters Degree in Geography, the other 2(50%) teachers have first degrees in the subject and 1 (25%) has a Diploma in Geography. This indicates that all teachers are qualified to teach the subject.

Table 4.3: Teaching Experience of Geography Subject

Experience in Years	**Frequency**	**Percentage**
0-5	0	0
6-10	2	50
11 and above	2	50
		100

Table 4.3 shows that the teachers who were interviewed, 2 (50%) indicated that they have taught the subject for more than 11 years and the other 2(50%) for between 5 and 10 years. This indicates that all teachers are qualified to teach the subject. Teachers' educational qualifications are important in geography fieldwork.

Teachers with strong educational qualifications in geography or related fields bring a deeper understanding of geographical concepts, methods, and research practices, which can enhance the quality of fieldwork experiences for students. Brown (2006) observed that teachers with higher educational qualifications in geography have a more comprehensive understanding of the subject matter. They possess in-depth knowledge of various geographical concepts, theories, and methodologies, enabling them to effectively design and deliver fieldwork experiences that align with curriculum objectives. Their expertise allows for more accurate interpretation and explanation of geographical phenomena during fieldwork, benefiting students' learning outcomes.

Cook (2008) concur with Brown (2006) findings that teachers with higher educational qualifications often signify a greater level of research proficiency. Teachers with advanced degrees in geography or related fields have typically engaged in research projects, which equip them with valuable skills in data collection, analysis, and interpretation. These skills can be utilized during fieldwork to guide students in conducting more rigorous and scientific investigations, promoting a deeper understanding of research processes and methodologies.

In addition, teachers' educational qualifications can also influence the instructional strategies they employ in fieldwork.

Educators with deeper knowledge and training in geography or educational pedagogy are more likely to incorporate innovative and effective teaching methods during fieldwork. They may employ experiential learning approaches, inquiry-based activities, and problem-solving tasks that align with current educational practices and research. Hall et.al (2002) indicated that teachers with higher educational qualifications often possess a broader understanding of the regional, cultural, and historical aspects that shape geographical phenomena. This contextual knowledge can enrich fieldwork experiences by providing students with a more holistic perspective on the environments they are exploring. Teachers can help students make connections between their fieldwork observations and the broader socio-cultural and environmental contexts, enhancing their understanding and critical thinking skills. While educational qualifications are essential, it is worth noting that other factors such as teaching experience, professional development, and a passion for the subject also play a crucial role in teachers' ability to facilitate engaging and effective fieldwork experiences for students. Continuous professional development opportunities can further enhance a teacher's ability to design and implement successful geography fieldwork activities (Gerber and Chaun, 2000.).

Gender distribution of respondents

The respondents were asked to indicate their gender and Figure 4.1 below shows their responses.

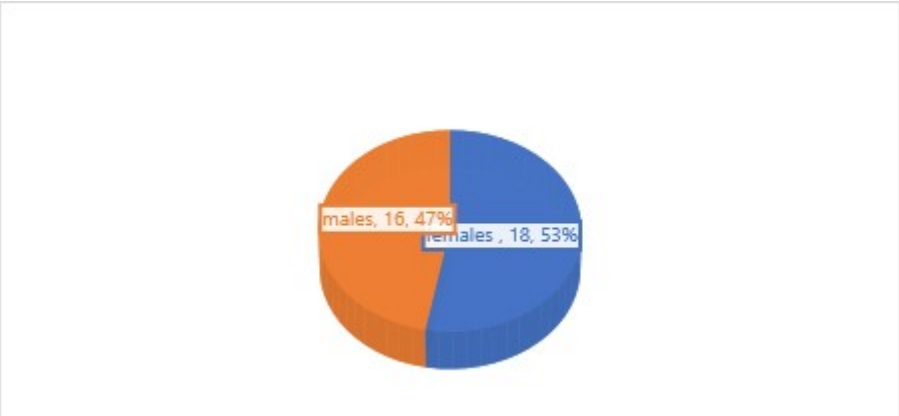

Figure 4.1: Distribution of respondents by gender, (n=34)

The pie chart above shows that 53% of the respondents were females and 47% were males respectively. This reveals that there are more female respondents than males. This is because there are more female students enrolled than males and more female students do Geography than male students at Westminster International School. The researcher also chose equal number of male and female teachers to ensure equal representation, inclusivity, address gender imbalances to allow for a more comprehensive understanding of the educational context, as the experiences, perspectives, and contributions of both genders can be considered.

Academic class/level of students

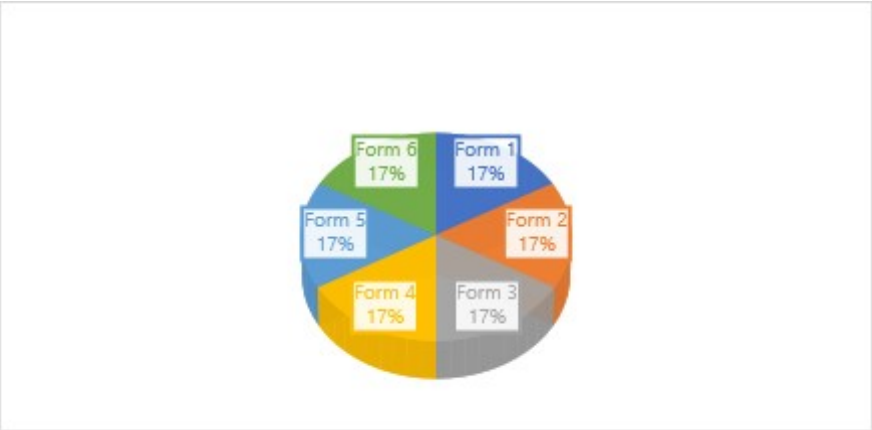

Figure 4.2: Class/level of students, (n=30)

The results in Figure 4.2 above reveal that 16% of the respondents were Form 1 students, the other 16% were Form 2 students, 17% were Form 3 students with Form 4, Form 5 and Form 6 students each representing 17% respectively. This is because equal numbers of students were selected from each class/ stream since each has class has the same number of students as well as for uniformity purposes.

4.3 The utilisation of Geography fieldwork as a pedagogical tool at WIS.

The main objective of this question was to explore how Westminster International School utilise fieldwork as a pedagogical tool in Geography. The results are presented in two parts. Part one presents the responses from the questionnaires whilst part two looks at results of the interview.

The students were asked to indicate whether geography fieldworks are carried out at the school and their responses are shown below:

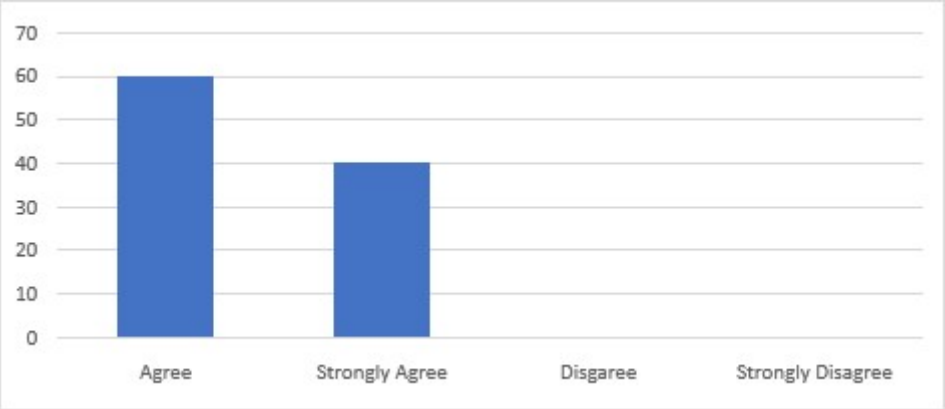

Figure 4.3: Field work utilisation, (n=30)

The information presented above show that a very large percentage (60%) of the students agreed that geography fieldworks are carried out at the school on the other hand 40% of the respondents strongly confirmed that geography fieldwork are highly implemented at the school. This finding supports the reason why Geography Syllabus in secondary schools makes it explicitly clear that teaching and learning methods such as fieldwork, project work, Group-discussions among others are used. Fieldwork helps to reduce the abstract nature of Geography subject.

4.3.1 Frequency Use of Fieldwork at Westminster International School

Fieldwork enables students to better understand the messiness of geographical reality, develop subject knowledge and gain a range of skills that are difficult to develop in the classroom alone. Questions were asked to gather information on how geography field works are frequently implemented at the school. Responses are stated below.

Table 4.4 Frequency of fieldwork utilisation at the school, (n=30)

Fieldwork implementation prevalence	Frequency	Percentage
Agree	0	0
Strongly Agree	0	0
Disagree	12	40
Strongly Disagree	18	60

60% of the students strongly disagreed that geography fieldwork is not frequently carried out at the school while 40% of the respondents disagreed to the notion that fieldwork is frequently carried out at the school. Carrying out field trips less frequently can have several effects on both students and their educational experiences. Carrying out fieldwork activities less frequently can limit students exposure to diverse environments limiting their opportunity to explore new environments outside the usual school surroundings, understanding of the world and their ability to appreciate its diversity. This tallies with Waseen and Aslam (2021) observations that reduced experiential learning limit students to valuable opportunities for then to engage in hands-on, real-world experiences that complement classroom learning therefore missing out on the chance to apply their knowledge in practical settings and develop deeper understanding of the subjects they are studying.

Fieldwork activities are often highly anticipated by students and can increase their engagement and motivation to learn. These trips offer a break from the traditional classroom environment and provide opportunities for hands-on activities, interactions, and exploration. When carried out are infrequent, students may experience a decrease in motivation and engagement, as they have fewer opportunities to apply their learning in real-world contexts. Studies indicate that fieldwork also comes with logistical challenges, costs, and considerations. However, educators should strive to strike a balance between the benefits of field trips and practicality, aiming to provide students with meaningful and diverse experiential learning opportunities within the available resources and constraints.

Table 4.5: Teaching of geography through fieldwork and its frequency, (n=4)

Teaching Prevalence	Frequency	Percentage
Once	0	0
Twice	2	50
Thrice	2	50
Four times and above	0	0

Fifty percentage (50%) of the teachers confirmed fieldwork as a medium of teaching Geography 2 times while the other 50% revealed using fieldwork as a medium for teaching geography 3 times. They claimed that fieldworks are not used as frequently as they supposed to though the ones they have conducted proved to be of much benefit to the learners.

They further revealed that the fieldwork activities/ trips organized were to Nyaguwe River in Murewa for students to learn how to measure river velocity, width, depth, cross-sectional area, discharge. the second one was Meteorology Service Department in Belvedere to learn how to observe and measure different weather elements using different instruments. Thirdly they visited Harare Central Business District (CBD) for students to learn how to conduct a land use survey of a CBD. In addition, fieldwork trips were also conducted at farms around Beatrice area for student to have the practical knowledge about farming as a system and its challenges as well as the Victoria Falls for them to have an appreciation of natural and cultural tourism, its importance to the country and how waterfalls are formed. Regular fieldwork allows students to reinforce and apply their knowledge and skills in a practical setting. By repeatedly engaging in fieldwork, students can deepen their understanding of geographical concepts and develop their observational, analytical, and problem-solving skills. Conducting in fieldwork more frequently provides students with continuous exposure to real-world contexts, helping them develop a more nuanced understanding of geography. Frequent fieldwork allows students to observe changes in landscapes, analyze current issues, and understand the linkages between geographical phenomena over time.

Lambert (2013) posits that regular fieldwork enables students to develop personal connections with the places they visit and study. Immersing themselves in different environments and engaging with local communities over time fosters a sense of place, cultural empathy, and emotional connection to the subject matter. It is important to note that the frequency of fieldwork should be balanced with practical considerations, such as resources, time constraints, and safety considerations. Teachers should carefully plan and prioritize fieldwork opportunities to ensure effective and meaningful learning experiences for their students rather than viewing them as the most valuable event of the year on the school calendar. Premised on the same findings were ideas of (Rogers, 1999; Fletcher, 2003) who posited that many schools undertake fieldwork in geography as "excursion", usually towards the end of the academic year when normal lessons have ceased and learners are waiting to write or after writing their examinations, which are called "trips of the year."

Table 4.6: Teacher integration of fieldwork and learners' involvement, (n=4)

Integration and involvement	**Frequency**	**Percentage**
Yes	4	100
No	0	0

The above information reveals that the teachers highly integrated fieldwork in their teaching of geography and that learners' involvement/participation was overwhelming in every step/process. The study found out that teachers involved the learners in the pre-field that is preparation and briefing, during fieldwork that is engagement in the fieldwork activities and post-field work activities that is, processing of the results of the activities, interpretation and presentation of results as well as debriefing and feedback. This was done so that learners understand better as the success of all stages reflects the teachers' and learners' levels of preparedness for the fieldwork. Since the syllabus encourages the use of learner-centered pedagogy, through the use of problem-based fieldwork as with problem-based learning can provide a very effective vehicle for learning as it involves the learners from preparation stages of the fieldwork activities through the post-fieldwork stage where they will be discussing, analyzing and interpreting their findings.

This concurs with Lambert (2013) observations that the success of any fieldwork is assumed on the quality of the field activities that students are involved. These are divided into three: the pre-field activities, which is expected to pre-test learners' prior knowledge or concepts on the topic of fieldwork; the actual fieldwork undertaking where learners are expected to observe, perceive, think, analyze, synthesize, record, inquire, compute, classify, among other things. The last one is the post-field activities where the learners are expected to present their work through application, synthesis, reflections on all the fieldwork activities. This is also in agreement with Bain et al. (1999) in the literature review who stated that reflection on geographical issues and processes is an essential part of geographical thinking and inquiry which should be the main focus of fieldwork.

Furthermore, preparation is critical for efficient fieldwork and that teachers should ensure that students have been adequately prepared for fieldwork and have the conceptual tools and knowledge to be able to efficiently carry out the fieldwork tasks and activities being planned. He went on to say briefing should not only deal with the logistical aspects such as transport, equipment and safety, but also with the aims, objectives of fieldwork as successful briefing provide a structure for learning and sets limits within which activities including learning will happen. The study results were also in conformity with Myers and Jones (2004) who posited that teachers must play the role of guardians, offering suggestions, supervision, direction and clarifying issues and concepts during fieldwork and went on to say teachers should also function as a guide other than directors.

4.3.2 Involvement of students in geography fieldwork

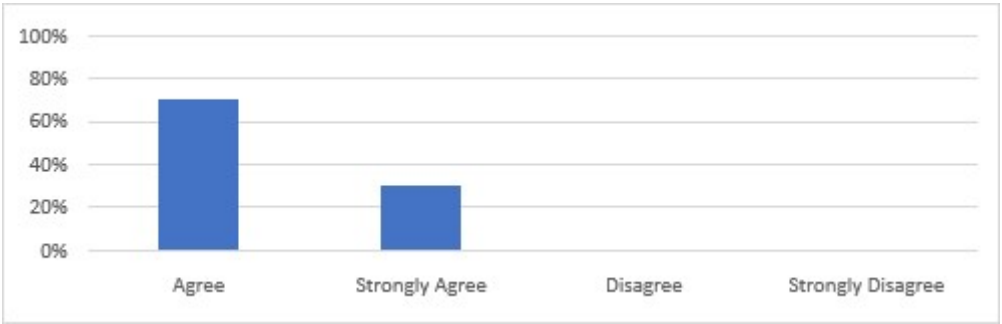

Figure 4.4: Students involvement in geography field work, (n=30)

The results in Figure 4.4 shows that 21 (70%) of the students agreed and 9 (30%) strongly agreed that the teachers involved them in all due fieldwork planning process, explaining and

discussing with them what is expected of each learner in the preparations, during and post for fieldwork activities. They further revealed that teachers explain and clarify misunderstandings and render assistance where and when necessary, playing the role of a guardian as well as after the fieldwork activities teachers hold discussions with them in class. Roberts (2013) concur with the research findings in the literature review that geography fieldwork activities and projects often consist of three major stages, that is, pre-fieldwork, fieldwork and post-fieldwork. It is important to account for the roles of teachers and learners in each stage as this can be a useful guide for educators in developing fieldwork projects for learners with different educational needs and experiences.

4.3.3 Use of technology during fieldwork activities

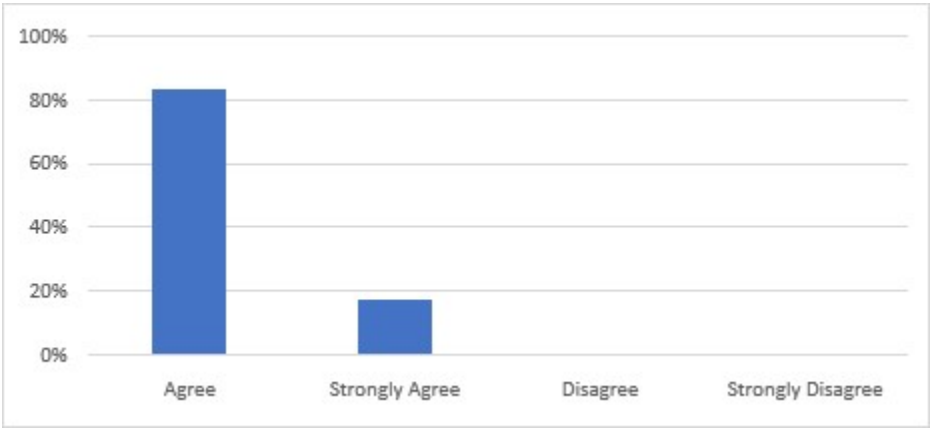

Figure 4.5: Use of technology as data collection tools, (n=30)

Technology such as mobile devices, video cameras and portable computers has been used as essential data collection tools by students in schools during fieldwork activities. The information above shows that 25 (83%) of the students agreed and 5 (17%) strongly agreed that the school rules and teachers allow them to use mobile phones, laptops and video cameras as data gathering tools during fieldwork activities.

All the teachers confirmed that learners use ICT technology (mobile phones, laptops, video cameras etc. during fieldwork. The respondents acknowledged the ever changing technological advancements and the importance of learners to be ICT literate. They further highlighted that learners are allowed to bring and use cell phone to take pictures or videos of important features or aspects and activities during fieldwork (data collection tools). This will

be for reference's sake during post- field work discussions as they will be constantly referring to the pictures and videos for proof or evidence. With the coming in of GIS and Remote Sensing, it is now inevitable for learners not to use their cellphones and laptops during fieldwork activities. Adherence to the use of ICT gadgets have been an area of concern since it can be difficult when dealing with adolescences.

Cliffe (2017) alludes that the use of portable mobile devices indicating that learning with such devices will find natural contextualization since they are important for data collection and collaborative problem-solving in the field especially during inquiry-based fieldwork, where students are often challenged to take the lead throughout the inquiry. Hedberg (2014) adds that mobile technology gives learners independence to explore their natural environment and learn in their own time and at their own pace.

Use of technology during geography fieldwork enhances data collection. ICT technology, such as GPS devices, smartphones, and tablets, can improve the accuracy, efficiency, and volume of data collected during geography fieldwork. Research by Johnston and Williams (2017) found that using GPS-enabled devices allowed students to collect precise location data for mapping and spatial analysis, facilitating more detailed and robust research. This tallies with(Medzini, Meishar-Tal and Sneh, 2015; Jong and Tsai, 2016) findings in the literature review that many applications like Geographic Information System (GIS), and Remote Sensing tools, allow the users to collect and measure various geographical data during fieldwork. These include sound, angle, speed, distance, and temperature.

ICT technology enables students to access and analyze data remotely, even beyond the physical fieldwork location. Research indicated that utilizing online platforms and databases allowed students to access relevant geographical information from various sources, fostering collaboration and a deeper understanding of research topics. Research conducted by Wang (2018) explored the use of geospatial technologies, such as Geographic Information Systems (GIS) and remote sensing, in geography fieldwork. Findings indicated that these technologies facilitated visualizing and analyzing spatial data, enhancing students' ability to interpret and draw meaningful conclusions from their research therefore increasing students' engagement and motivation resulting in higher levels of participation in learning.

It is worth noting that while the integration of ICT technology in geography fieldwork offers numerous benefits, factors such as access to technology, digital literacy, and training for both teachers and students need to be considered and addressed for successful implementation. Additionally, as technology continues to evolve, further research is needed to explore and refine the effective integration of ICT in geography fieldwork practices.

4.4 Challenges associated with using fieldwork as a pedagogical tool at the WIS.

Table 4.7: Challenges associated with using fieldwork, (n=4)

Potential Challenges	Frequency	Percentage
Lack of support from school authorities	4	100
Inadequate time	3	75
Financial resources	3	75
Lack of teamwork among teachers	4	100

75% of the respondents posited that inadequate time and financial resources as challenges associated with using fieldwork as a pedagogical tool for learning geography at the school while 100% of the same group revealed that lack of support from school authorities and teamwork among teachers at the school as other challenges to the successful implementation of fieldwork at the school.

The study revealed that any fieldwork trips /activities at the school must be approved by the school management which sometimes takes ‘back and forth’ consultative meetings for it to be authorized which is time consuming and demotivating. Further revelations were that school authorities assume that teachers objective of fieldwork are them pocketing travelling, and subsistence allowances and disrupting lessons for other disciplines because each time a class goes out on fieldwork, they encroach on other lessons. Nesper (2000) adds that lack of funding forces many teachers to forgo fieldwork. This confirmed the findings of Sithole and

Lumadi (2013) whose study showed that the school principals at times are hesitant to grant permission to conduct fieldwork probably due to financial obligation involved, safety, and not having enough knowledge on the nature of Geography.

Since the syllabus must be completed within set time, and the curriculum has a lot of content to cover, and the time allocated for Geography lessons is very little; four periods of 30 minutes per week, and also the school needs to arrange and prepare for examinations, it is evident that time for fieldwork cannot be enough. This tallies with Pawson and Teather (2002) observations that time constraint is an element which poses a problem in the teaching of certain subjects in schools. They also agreed that fieldwork demands a lot of time, especially when they are conducted far from the school premise. Mohammed (2016) also observed that the time allotted to Geography in most schools never exceeded four periods of 40 minutes per week per class and given the vast Geography syllabus content, he said that time is inadequate. Nesper (2000) also concurred with the findings of this study when he posited that standardized curriculum and overloaded schedules have forced many teachers to forgo fieldwork.

The study also further revealed that lack of teamwork among teachers at the school citing that some teachers not cooperating or willing to lend their lesson time to accommodate fieldwork activities**.** This tallies with Baidoo-Anu et al. (2019) observations that lack of teamwork among teachers was a challenge for geography teachers as other subject teachers do not want fieldwork to overlap with the time slots of their subjects.

4.5 Fieldwork contribution to students environmental awareness and sustainability

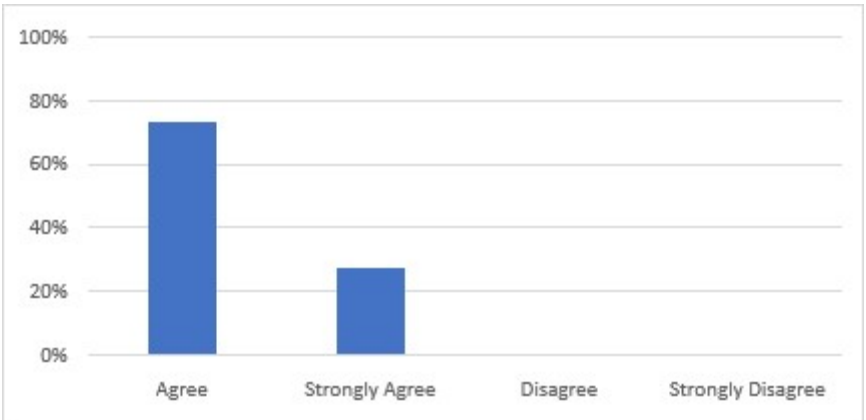

Figure 4.6: Contribution to students' environmental awareness and sustainability, (n=3)

The results in Figure 4.6 above shows that 73% of the students agreed that geography fieldwork activities contribute significantly to environmental awareness and sustainability while 27% strongly acknowledged that geography fieldwork activities are of fundamental important in promoting learners knowledge about environmental awareness, sustainability and community involvement. Fieldwork adds to cultural and social awareness, students have the opportunity to interact with local communities and experience their cultures, traditions, and perspectives. This exposure fosters cultural empathy, appreciation, and a broader understanding of the diverse human geography of different regions.

All the teachers concurred with the students' responses. They said fieldwork raises learners' level of awareness and appreciation of the environment. For example they appreciate landforms and features such as mountains and rivers and learn how to take care of the environment, providing mitigatory measures to deforestation and river siltation. Fieldwork allows students to construct their own understanding of geographical concepts by interacting with the environment, collaborating with peers, and making sense of their observations. In the constructivist approach, the learner is actively involved in the learning process (Major and Mulvihill, 2018).

(Mundende 2015; UNESCO 2019) concurred with the research findings that fieldwork promotes environmental awareness and sustainability, that is, learners understand the impact of human activity on the environment and develop a sense of responsibility for sustainable practices and action. This tallies with Hall et.al (2002) observations that by through fieldwork students learn to be environmental stewards as it encourages a sense of responsibility and connection to the environment. Students witness firsthand the impact of human activities on natural systems and gain a deeper understanding of environmental issues.

4.5.1 Fieldwork contribution to students skills development

The major aim of this research question was to explore how fieldwork has contributed to the development of geographical knowledge, skills and values among students at this private

school. The results are presented in two parts. The first part presents responses from the questionnaires whilst the other part looks at results of the interviews.

The study revealed that 22 (73%) of the students agreed while 8 (27%) strongly agreed with the notion that fieldwork promotes the development of a wide range of skills. These include observational skills, communication skills, analytical skills, teamwork and leadership skills as well as critical thinking at the same time contributing significantly in raising awareness, community involvement and sustainability of the environment as indicated in Figure 4.7 below:

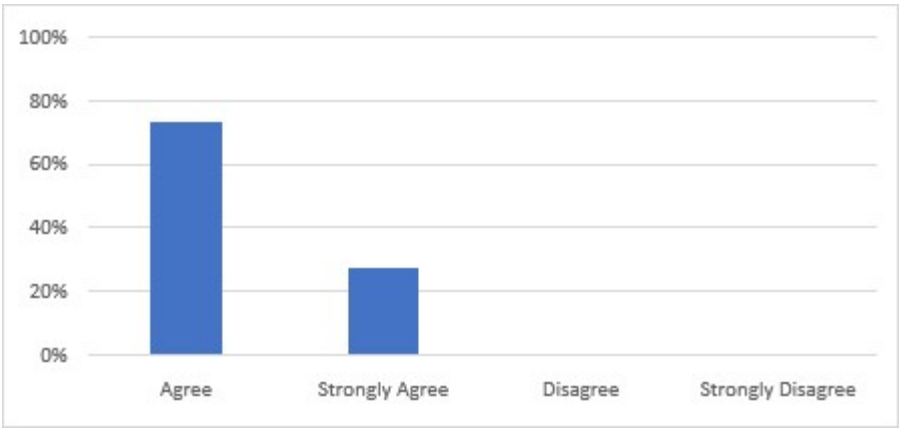

Figure 4.7: Fieldwork contribution to students' skills development, (n=30)

Knapp (2002) which indicates that fieldwork help students to collate meaningful understanding of concepts which reinforces topics learnt in the classroom, to integrate academic and experiential learning. He went on to say that students are able to grasp concepts through exploration and observations on the field when exposed to practical work on activities and demonstrations carried out during fieldwork. In addition, the National Council for Geographic Education (2018) agrees with the teachers' views and opinions above by mentioning that fieldwork fosters global awareness and cultural understanding as students are exposed to diverse cultures and societies hence helping them to appreciate and respect differences in beliefs, values, and traditions, thereby promoting greater empathy and understanding of others.

Teachers interviewed response also concurred with that of the students that fieldwork promotes the development of a wide range of skills such as communication skills, analytic skills and teamwork spirit in students which are very important now and in future. They further revealed that fieldwork has helped learners acquire critical thinking skills, speaking and listening skills, enquiry skills such as data collection and data analysis skills, observational and investigative skills which are essential skills for life. In the field or on a field trip, students are able to see the rocks and soils for themselves, to look at them, from close-up and from far away, as they have more of a direct experience and are able to interact directly with academic content within its relevant context. Such directness of experience is key to the experiential learning theory by Kolb which emphasizes the process of learning as very important, not just the outcomes of that learning. (Streule and Craig, 2016).

These skills are not only important in Geography but in other subjects as well as they enable learners to relate well with each other and analyze issues critically. Premised on the same findings, fieldwork promotes the development of a range of different skills, many of which are transferable. They further noted that the skills include enquiry skills such observational skills, data collection, data analysis, map work and investigative skills, technical skills as well as ICT skills can be true. These observations were also noted by Harvey (2011) that fieldwork positively affects learning by teaching new skills and making theory much clear and providing firsthand experience that enhances students to be creative and to have personalized outcomes which gives them a sense of ownership of the learning process. Such observations tallies with the disposition by Tenha (2019) who asserts that fieldwork encourages learners to question, investigate and think critically, develop skills of teamwork and leadership as they are afforded opportunities to collect data on their own in groups and being part of the team helps to develop interpersonal skills such as speaking and listening.

The respondents confirmed that fieldwork enhances learners' confidence, increases their participation making the whole learning process way easier for them. They also revealed that fieldwork makes teaching and learning easier than doing it in the confined indoor classroom. Fieldwork is also a good method of engaging and even entertaining students, thereby helping them to make the educational experiences more enjoyable. Teachers also assert that students who engaged in fieldwork left the course feeling much higher levels of importance, interest, and enjoyment.

Aggarwal (2003) reported that fieldwork as a pedagogical tool aid to clarify, correlate accurate concepts and interpretations which makes the whole process more concrete and interesting. Similarly, learners agreed that fieldwork encourages them to discover, observe and acquire meaningful information on the topics they would have covered in the classroom. These views are compatible with the opinion of Knapp (2002) who posits that fieldwork help students to collate meaningful understanding of concepts which reinforces topics learnt in the classroom, to integrate academic and experiential learning. He further notes that students are able to grasp concepts through exploration and observations on the field when exposed to practical work on activities and demonstrations carried out during fieldwork.

4.6 Summary

This chapter presented and analyzed data on the utilization of fieldwork as a pedagogical tool in geography learning, its challenges as well as its contribution to the developments of skills and values in learners. The data presented was obtained through the use of questionnaires for students and interviews for teachers at the school on which the research was done. Tables, pie charts and graphs were used in the presentation of data. The next chapter summarizes and concludes the study, providing possible recommendations to the study.

Chapter Five : Summary, Conclusion and Recommendations

5.1 Introduction

The purpose of the research was to investigate the utilization, challenges of fieldwork as a pedagogical tool in geography learning as well as its contribution to the developments of skills and values in learners at a private school in Zimbabwe. This chapter focuses on the summary of the findings, conclusions, and recommendations. The conclusion will give answers and clarity in the relationship between the findings and the theory. The

recommendations will illustrate the application to the findings, direction and areas that require further study.

5.2 Summary

The basic aim of this study was to investigate into the use, challenges, and opportunities of using fieldwork in private schools with a specific focus on Westminster International School. The research was guided by the following research questions which the research sought to answer. Related literature review was extensively examined and interrogated through the theoretical frameworks that support the use of fieldwork were looked into. These include experiential learning, constructivism and place-based theories among others. The aim was to highlight how these theories emphasize active engagement, student-centered learning and the importance of local contexts in geographical understanding. Benefits, challenges and assessment of fieldwork as well as fieldwork in private schools context were also thoroughly looked at. In addition, the study employed the interpretative qualitative research method and the research strategy being the qualitative case study. The qualitative case study design was chosen because it aims at understanding the subjective world of human experience. Further this approach was ideal because it allowed for the generation of rich and thick data through illuminating participants' perceptions of their lived experiences which is what the researcher in this study was trying to achieve. Interview guide and questionnaires were administered successfully and data which was collected from these two data collection tools were analysed based on the two groups of respondents' opinions and views. The research findings indicated teachers used fieldwork as a pedagogical tool less frequently at Westminster International School and the necessary arrangements before, during and after fieldwork are duly recognized. Learners were found to be involved in all the stages of fieldwork, thus, in the planning stage, during the fieldwork itself and the post-filed discussions and reflections hence making fieldwork interesting and exciting. Fieldwork as an essential component of geography education enables learners to understand the nature of geography, develop subject knowledge and gain a range of skills such as analytical, critical thinking, observation, communication, and leadership skills which are difficult to develop in the classroom alone. In addition, learners also develop an awareness and appreciation of different cultures as well as environmental awareness and sustainability. The research findings indicated that there are still limitations/challenges to the implementation of fieldwork as a pedagogical tool. Such

limitations were found to be rooted in lack of support and unwillingness of the school management to support fieldwork, the nature of the timetable and workload at the school, lack of teamwork among teachers, and inadequate and unavailability of financial resources. Education, awareness, parental support and intervention were suggested as possible alternatives to the successful utilization of fieldwork in Geography.

5.3 Conclusions

From the research findings the following conclusions were made:

1. Teachers at WIS for confidentiality are utilizing fieldwork in the teaching and learning of Geography but not as frequently as they should.
2. Financial resources, lack of support from the school management, time constraints, lack of teamwork among teachers at WIS have negatively affected the implementation of fieldwork as a pedagogical tool in Geography.
3. The WIS management does not take fieldwork seriously and see it as money and time wasting activity.
4. The school does not involve parents when it comes to supporting fieldwork activities and fieldtrips.
5. The WIS authorities do not frequently visit the Cambridge Hub for updates on certain issues to do with fieldwork in Geography and are also ignorant about it.
6. The Cambridge geography syllabus has a lot of content to cover with a specified period of time and this has proven to be little to incorporate fieldwork more often.
7. Fieldwork in geography education at WIS is very beneficial to learners as it enables learners to develop critical thinking skills, global awareness, and a sense of environmental responsibility, and also motivates and enhances students' interest and provides them with sound and concrete basis for conceptualization.
8. The use of fieldwork as a pedagogical tool in Geography at WIS is essential for providing students with a well-rounded education that prepares them to be informed and engaged global citizens.

5.4 Recommendations

It would appear clearer to put the recommendations into different sub headings according to the intended group such as recommendations to school administration, recommendations to teachers and so on

The findings from the study reveal that there are numerous benefits in the use of fieldwork in geography education in private high schools. Therefore, the researcher recommends the following:

In relation to the extent of use of fieldwork, use pseudonym authorities should support the geography teachers' effort in organizing and carrying out fieldwork. If the school authorities render support, the other teachers will also follow suit meaning that there will be teamwork among teachers.

Geography teachers should carry out fieldwork as a pedagogical tool more often in an academic year as this would generate a significant amount of interest and excitement in students as well as teachers to enhance understanding of the subject and further encourage them to responsible and environmentally conscious citizens. It will also link geography as a subject of study to the real world situations thereby encouraging students to gain and discover meaningful information, motivating them to learn and create the opportunity to move away from the usual classroom environment to a new learning environment outside the four walls of the classroom.

To help combat the challenges of financial and time constraints faced by Geography teachers as WIS when organizing fieldwork, teachers should explore more about fieldwork opportunities in their school and community since this could be more cost effective and less time consuming. In addition, non- availability of funds from the school authorities should not be taken as an excuse by the WIS teachers for not organising fieldwork in Geography. Therefore, school authorities should provide teachers with the necessary requirements to help reduce the challenges Geography teachers are facing when organising fieldwork. Further the school should involve parents so that they contribute financially and the school will be able to provide the needed resources to facilitate effective organisation of fieldwork.

Again with regards to the use and importance of fieldwork, Geography teachers should be more resourceful and attempt to incorporate fieldwork more often to encourage students to

gain and discover meaningful information, make learning exciting and interesting as they link Geography as a subject of study to the real world situation.

In addition, the Westminster International School administrators should organise and create opportunities for themselves and the teachers to join and participate in the Cambridge on-line fieldwork workshops and seminars on the importance of fieldwork in the teaching and learning of geography so that they can support it. In addition, the school authorities should frequently visit the Cambridge hub so that they keep themselves updated as far as new development in the use of geography fieldwork is concerned.

Moreover, pertaining to the Cambridge geography syllabus being long, the curriculum developers and the school authorities should reduce the workload Is the issue of workload or time allocation? on geography teachers to help them have adequate time to organize and include fieldwork in their teaching so that they finish the syllabus on time. This will also give them ample time for revisions with their students before final examinations starts and the school should involve parents so that they contribute financially and the school will be able to provide the needed resources to facilitate effective organisation of fieldwork.

Furthermore, since this is the first qualitative study to investigate the utilization, challenges and opportunities of fieldwork in Geography education pseudonym please, there is need for further research involving the utilization of Geography fieldwork in private schools from other districts and provinces of the country in order to get general and conclusive findings. Also further research may consider quantitative approach in order to make a comparison of findings.

APPENDICES

Appendix A: Teachers' consent form

Teachers' consent form

I hereby agree to participate in this study by completing the interview administered by Musekiwa Nellia Tapiwa. I also agree that the responses I will give shall only be used for research purposes.

Signed By: .....

Date: .....

Appendix B: Letter seeking permission from parents

Dear Parents

Request for permission

I am a registered part-time student at Bindura University of Science Education studying towards a Bachelor of Science Honours Degree in Geography. As part of my studies, I am required to conduct a study on my work in Geography fieldwork in order to submit a research project to the University. It is therefore required that I conduct questionnaires with the learners in my classes. Since learners are minors, I have to request for their parents' permission in order for the learners to take part in the research process. The questionnaires will be based on the learners' geography fieldwork experiences.

I hereby request for your permission to allow your child to take part in this research. The questionnaires will be conducted in the afternoon in order not to interfere with lessons. It should however, stated that their response will purely be used for this research purposes and the learners can stop participating in this study should they wish so at a later stage.

Should you request further clarity, please contact the school principal or alternatively I can be reached on my mobile phone: +263 715353887.

Yours faithfully

Musekiwa Nellia Tapiwa

Appendix C: Questionnaire for Students

Fieldwork in Geography education: A case study of a private school in Zimbabwe

Your responses will remain strictly confidential. Therefore, do not write your name or name of school on this questionnaire.

SECTION A: PERSONAL BACKGROUND

This section must be answered by all respondents. Kindly tick [ ] the box next to the answer applicable to you.

1. **Class/Level:** F1[ ] F2 [ ] F3 [ ] F4 [ ] F5[ ] F6[ ]

2. **Gender:** Male [ ] Female[ ]
3. **How long have you been a student at this private school?**

One year [ ]
Two years [ ]
Three years [ ]
Four years [ ]
Five years [ ]
Six years [ ]

SECTION B

Fieldwork is carried out at Westminster International School.

	Agree	Strongly Agree	Disagree	Strongly Disagree
Fieldwork is carried out at Westminster International School (WIS).				
Fieldwork is frequently carried out at WIS.				
Fieldwork is interesting and exciting.				

Teachers involve learners when planning for a fieldwork.				
Teachers involve learners in post-fieldwork feedback and discussion.				
Technology in the form of mobile phones, cameras, tablets and laptops are used during fieldwork for data collection, analysis and presentation.				
Fieldwork has contributed to development of your observational skills, communication skills, leadership skills, analytic and critical thinking skills.				
Fieldwork has contributed to environmental awareness and sustainability as well as community involvement.				

SECTION C

1. How has the use of mobile phones, video cameras, tablets and laptops helped in fieldwork?
   …….
2. Explain how fieldwork has contributed to your understanding of environmental awareness and community involvement?
   ……

Thank you for your co-operation and participation.

Appendix D: Interview Guide for Teachers

Interview Guide for Teachers

Section A: Teachers' background information

- How long have you been teaching Geography?
- What is your highest qualification?
- Which levels/ classes do you teach?

Section B

1. Is teaching geography through fieldwork carried out at Westminster International School?
2. Do your learners like fieldwork?
3. How often do you carry out fieldwork at Westminster International School?
4. How do you integrate fieldwork into your teaching?
5. Do your students use mobile phones, video cameras, tablets and laptops during fieldwork activities and how do they utilize them?

Section C

6. What challenges have you encountered in incorporating fieldwork into your teaching and learning of Geography?

Section D

7. How has fieldwork contributed to the development of geography knowledge and skills of your students?
8. How has Geography fieldwork contributed to the community engagement of your learners?

Thank you for your cooperation and participation.

Appendix E: Letter from Bindura University of Science Education

Tel: 0271 – 7531 ext 1038
Email: ymudavanhu@buse.ac.zw

BINDURA UNIVERSITY OF SCIENCE EDUCATION

Date:

TO WHOM IT MAY CONCERN

RE: NAME: MUSEKIWA NELLIA T REGISTRATION NUMBER: B1128331

PROGRAMME: HBSc ED-Sg PART: 2.1

This memo serves to confirm that the above is a bona fide student at Bindura University of Science Education in the Faculty of Science Education.

The student has to undertake research and thereafter present a Research Project in partial fulfillment of the Diploma in Science Education/Bachelor of Science Degree/Bachelor of Science Honours Degree/Masters of Science Education Degree programme. The topic of the research is: FIELDWORK AS A PEDAGOGICAL TOOL IN GEOGRAPHY EDUCATION: EXPLORING THE CHALLENGES AND OPPORTUNITIES IN PRIVATE SCHOOLS WITH A FOCUS ON WESTMINSTER INTERNATIONAL SCHOOL IN ZIMBABWE.

In this regard, the department kindly requests your permission to the student to carry out his/her research in your institution.

Your co-operation and assistance is greatly appreciated.

Thank you

BINDURA UNIVERSITY OF SCIENCE EDUCATION
DEPARTMENT OF EDUCATIONAL FOUNDATIONS
APR 2023
P BAG 1020
BINDURA

Dr Y Mudavanhu
A/ Chairperson

Appendix F: Letter from Ministry of Primary and Secondary Education

All communications should be addressed to "The Secretary for Primary & Secondary Education"
Telephone: 794895
Telegraphic address : "EDUCATION"

ZIMBABWE

Reference: C/426/3
Ministry of Primary and Secondary Education
P.O Box CY 121
Causeway
HARARE

15 December 2023

Nellia Tapiwa Musekiwa
House Number 4383, 63th Crescent
Glenview 3
Zimbabwe

RE: PERMISSION TO CARRY OUT A RESEARCH IN HARARE METROPOLITAN PROVINCE: NORTHERN CENTRAL DISTRICT: WESTMINSTER INTERNATIONAL SCHOOL SCHOOLS

Reference is made to your application to carry out research on the research title:

"FFIELDWORK AS A PEDAGOGICAL TOOL IN GEOGRAPHY: EXPLORING THE CHALLENGES AND OPPORTUNITIES IN PRIVATE SCHOOLS WITH A FOCUS ON WESTMINSTER INTERNATIONAL SCHOOL IN ZIMBABWE"

Permission is hereby granted. However, you must liaise with the Provincial Education Director of Harare Metropolitan Province who is responsible for the schools in which you want to involve in your research. You should ensure that your research work does not disrupt the normal operations of the school. Where students are involved, parental consent is required.

You are also required to provide a copy of your final report to the Secretary for Primary and Secondary Education.

MIN. OF PRY. & SEC. EDUCATION POLICY PLANNING RESEARCH AND DEVELOPMENT
15 DEC 2023
P.O. BOX CY 121, CAUSEWAY ZIMBABWE

MIN. OF PRY. & SEC. EDUCATION
DISCIPLINE SECTION
HARARE PROVINCE
1 8 DEC 2023
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