



**BINDURA UNIVERSITY
OF
SCIENCE EDUCATION**

**The Effectiveness of Guidance and Counselling in Addressing Absconding
of Geography Lessons by Learners at So We Care High School, Stoneridge**

**A dissertation submitted in partial fulfilment of the requirements for the
degree of Bachelor of Science Education Honours in Geography and
Environmental Studies**

by

Tafadzwa Fortunate Chireka

in the

***Faculty of Science Education
Department of Curriculum and Educational Management Studies***

RELEASE FORM

NAME OF STUDENT: **CHIREKA TAFADZWA FORTUNATE B226493B**

DISSERTATION TITLE: **The Effectiveness of Guidance and
Counselling in Addressing Absconding
of Geography Lessons by Learners at
So We Care High School,
Stoneridge. Harare**

DEGREE TITLE **Bachelor of Science Education Honours
Degree in Geography and Environmental
Studies**

YEAR GRANTED: **2025**

Permission is hereby granted to Bindura University of Science Education Library to produce single copies of this dissertation and to lend and sell such copies for private, scholarly or scientific research purpose only. The author reserves other publication rights and neither the dissertation nor extensive extracts from it may be printed or otherwise reproduced without the author's written permission.

PERMANENT ADDRESS: 6678 Stoneridge Park, Waterfalls, Harare

SIGNED: *ChirekaTF*

DATE: 21/08/2025

DECLARATION

I CHIREKA TAFADZWA FORTUNATE 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 in any other institution before.

Signed: *ChirekaTF*
(student)

Date: 21/08/2025

Signed: 
(Supervisor)

Date: 21/08/25

APPROVAL FORM

The undersigned certify that they have read and recommend to Bindura University of Science Education for acceptance, a dissertation entitled The Effectiveness of Guidance and Counselling in Addressing Absconding of Geography Lessons by Learners at So We Care High School, Stoneridge. Harare submitted by Chireka Tafadzwa Fortunate in partial fulfilment of the requirements for the degree of Bachelor of Science Education Honours in Geography and Environmental Studies.

Student: *ChirekaTF*

Date: 21/08/2025

Supervisor:



Date: 21/08/2025

DEDICATION

The research is dedicated to my husband, David Chireka, children, David Jnr, Davin, Divine, Desire and the entire family for their moral and financial support for the 2 years i have spent at the University.

ACKNOWLEDGEMENTS

I would like to convey my thanks to a number of people who made fundamental contributions towards the successful completion of this study. I wish to thank Dr Makuvire, my project supervisor whose inspiration and comprehensive guidance was instrumental throughout this research study. I would also like to extend my gratitude to Form one learners, teachers, H.O.D Geography and administration of So We Care High School for sparing their time honestly and objectively completing the questionnaires and answering interview questions.

My thanks also go to my geography colleagues Takudzwa Mutambara, Loveness Chinganga, Energy Gambiza, Anna Makamure, Clever Nguwo, Millie Madzudzo and Tapiwa Chabayanzara for their collective and formative influence on my thinking.

Finally, I would like to confer my special thanks to David Chireka, my husband, my mother Mrs Nyakusamwa and all children for their tolerance, financial and moral support, how would I cross that bridge without them. Above all I would like to thank the Almighty God for guiding me throughout my four-year course.

ABSTRACT

This study explores the effectiveness of guidance and counselling in addressing absconding of Geography lessons by learners at So We Care High School, Stoneridge, Harare. The purpose of this research was to identify the causes of learner absenteeism from geography lessons which are geographic factors, learners' attitude, complexity of geographic concepts, fieldwork requirements and map reading difficulties. It unveiled overcoming spatial awareness challenges, managing fieldwork anxiety, building resilience for remote or challenging fieldwork locations and developing geographical literacy as the impact of guidance and counselling on learner attendance of geography lessons. A number of strategies have been employed to conquer the problem of absconding of geography lessons. These are map skills development, gamifications and simulations activities, fieldwork-based learning as well as introduction of Geographical information systems. The research methodology used in the study consisted of qualitative and quantitative approaches. Data was collected through interviews, focus group discussions and surveys from a sample of form one geography learners at So We Care High School in Stoneridge, Harare. The findings drawn from the research study revealed a significant reduction in learner absenteeism in geography lessons and a drastic improvement in learners' academic performance in geography, after the intervention through guidance and counselling programs. The study also provided insights into the experiences and perceptions of learners and teachers regarding the effectiveness of guidance and counselling in addressing learner absenteeism, reported improved attitudes towards geography lessons, increased motivation to attend classes, and better relationships with teachers. Teachers also reported improved learner behavior, increased participation in class activities, and better academic performance. The study suggested possible interventions for policy makers, parents, school administrations, teacher development institutions, teachers and learners themselves that would help in future learner development. The researcher highlighted the need for further research on the effectiveness of guidance and counselling in addressing absconding of geography lessons by learners at a wider spectrum. According to the researcher's recommendations, future research should aim at investigating the impact of guidance and counselling in different contexts, such as urban and rural schools, examine the role of other factors, such as teacher quality and school resources and noted the need to develop and test interventions that aim to improve learner attendance and academic performance in geography, such as mentoring programs and peer support groups.

Contents

DECLARATION	ii
APPROVAL FORM	iii
DEDICATION	iv
ACKNOWLEDGEMENTS	v
ABSTRACT	vi
Contents	vii
CHAPTER ONE	1
THE PROBLEM AND ITS SETTING.....	1
1.0 Introduction.....	1
1.1 Background to the study	1
1.2 Statement of the Problem.....	3
1.3 Research Aim.....	4
1.4 Research Objectives.....	4
1.5 Significance of study.....	5
1.6 Research Questions	4
1.7 Hypothesis.....	4
1.8 Limitations	6
1.9 Delimitations.....	7
1.10 Definition of key terms	7
1.11 Research Budget	Error! Bookmark not defined.
1.12 Research Layout.....	Error! Bookmark not defined.
1.13 Summary	10
CHAPTER TWO	11
REVIEW OF RELATED LITERATURE	11
2.0 Introduction.....	11
2.1 Theoretical Framework.....	11
2.2 The Concept of Geography Teaching	12
2.3 The Performance of Geography Learners in Secondary School.....	13
2.4 Perceived Contributing Factors Towards Absconding From Geography Lessons	14
2.4.1 Time allocated for lessons	14
2.4.2 Teaching and learning methods	15
2.4.3 Motivation of learners by teachers.....	17
2.4.4 Negative attitude of learners towards the subject	18
2.4.5 Parents or Guardians' Influence on Children's Education	19

2.4.6 The Teachers' perception and the Labelling Theory	20
2.4.7 Peer Pressure by some learners	21
2.4.8 Misbehavior by learners.....	22
2.5 Analysis of Guidance and Counselling.....	23
2.6 Summary	24
CHAPTER THREE	Error! Bookmark not defined.
RESEARCH DESIGN AND METHODOLOGY	Error! Bookmark not defined.
3.0 Introduction.....	Error! Bookmark not defined.
Research Design.....	Error! Bookmark not defined.
Research Paradigm.....	Error! Bookmark not defined.
3.1.2 Research Methodology	Error! Bookmark not defined.
3.1.3 Research Strategy.....	Error! Bookmark not defined.
3.1.4 Target Population.....	Error! Bookmark not defined.
3.1.5 Samples.....	Error! Bookmark not defined.
3.1.6 Sampling Procedure	Error! Bookmark not defined.
3.1.7 Research Instruments	Error! Bookmark not defined.
3.1.7.1 Questionnaires.....	Error! Bookmark not defined.
3.1.7.2 Interviews.....	Error! Bookmark not defined.
Data Collection Procedure	Error! Bookmark not defined.
Data Presentation and Analysis	Error! Bookmark not defined.
3.4 Integrity of the study.....	Error! Bookmark not defined.
3.4.1 Validity	Error! Bookmark not defined.
3.4.2 Credibility	Error! Bookmark not defined.
3.4.3 Ethical Considerations	Error! Bookmark not defined.
3.5 Summary	Error! Bookmark not defined.
CHAPTER FOUR.....	Error! Bookmark not defined.
DATA PRESENTATION, ANALYSIS, INTERPRETATION AND ...	Error! Bookmark not defined.
4.1 Introduction.....	Error! Bookmark not defined.
4.2 Demographic Data	Error! Bookmark not defined.
4.2.1. Age Distribution of participants.....	Error! Bookmark not defined.
4.2.2. Gender distribution of participants	Error! Bookmark not defined.
4.2.3 Academic or professional qualifications of participating teachers	Error! Bookmark not defined.
4.2.4 Work experience	Error! Bookmark not defined.
4.3 Themes and Sub themes.....	Error! Bookmark not defined.

4.3.1 Causes of learner absenteeism from Geography Lessons.....	Error! Bookmark not defined.
4.3.1.1 Geographic factors	Error! Bookmark not defined.
4.3.1.2 Learners’ Attitude	Error! Bookmark not defined.
4.3.1.3 Complexity of geographical concepts.....	Error! Bookmark not defined.
4.3.1.4 Fieldwork requirements	Error! Bookmark not defined.
4.3.1.5 Map reading difficulties	Error! Bookmark not defined.
4.3.2 Impact of Guidance and Counselling on learner attendance of Geography lessons.	Error! Bookmark not defined.
4.3.2.1 Overcoming spatial awareness challenges.....	Error! Bookmark not defined.
4.3.2.2 Managing Fieldwork anxiety	Error! Bookmark not defined.
4.3.2.3 Building Resilience for Remote or Challenging Fieldwork Locations.....	Error! Bookmark not defined.
4.3.2.4 Developing Geographical Literacy	Error! Bookmark not defined.
4.3.3 Strategies for improving learner attendance and motivation in Geography lessons	Error! Bookmark not defined.
4.3.3.1 Map skills development	Error! Bookmark not defined.
4.3.3.2 Gamification and simulations	Error! Bookmark not defined.
4.3.3.3 Fieldwork-Based Learning.....	Error! Bookmark not defined.
4.3.3.4 Geographical information systems (GIS)	Error! Bookmark not defined.
4.4 Summary	Error! Bookmark not defined.
CHAPTER FIVE	Error! Bookmark not defined.
SUMMARY, CONCLUSIONS AND RECOMMENDATIONS.....	Error! Bookmark not defined.
5.0 Introduction.....	Error! Bookmark not defined.
5.1 Summary of the study	Error! Bookmark not defined.
5.2 Conclusions.....	Error! Bookmark not defined.
5.3 Recommendations.....	Error! Bookmark not defined.
1. Recommendations to policy makers.	Error! Bookmark not defined.
2. Recommendations to teacher development institutions.....	Error! Bookmark not defined.
3. Recommendations to school administration	Error! Bookmark not defined.
4. Recommendations to teachers	Error! Bookmark not defined.
5. Recommendations to the learners.	Error! Bookmark not defined.
6. Recommendations for further studies	Error! Bookmark not defined.
REFERENCES	65
Appendix 1.....	68

Appendix 2.....	69
-----------------	----

CHAPTER ONE

THE PROBLEM AND ITS SETTING

1.0 Introduction

Absconding from geography lessons is a pervasive issue at So We Care High School in Stoneridge, undermining the academic achievement and personal growth of affected learners. Despite efforts to address this problem, its persistence suggests a need for innovative and targeted interventions. Guidance and counselling have been recognized as essential tools in promoting learner engagement and addressing psychosocial challenges. This chapter is going to cover the background to the study, the statement of the problem, research aim, objectives, significance of study, research questions, assumptions, limitations, delimitations, research budget and layout.

1.1 Background to the study

Geography is a vital subject in the school curriculum, providing learners with knowledge and skills to understand the physical and human environment. (National Council for the Social Studies, 2016). However, despite its importance, many learners tend to abscond geography lessons, leading to poor academic performance and limited career opportunities. (Mwansa, 2017). This research explores the significance of geography in the curriculum, reasons for learner absconding, and international perspectives on addressing this issue. Furthermore, it highlights the need for research on the effectiveness of guidance and counselling in addressing learner absconding in the Zimbabwean context.

The significance of geography in the curriculum cannot be overstated. Geography plays a crucial role in shaping learners' understanding of the world, its complexities, and the relationships between human and physical environments. (Geographical Association, 2019). The subject helps learners develop critical thinking, problem-solving, and spatial awareness

skills, which are essential for sustainable development and environmental management. (United Nations Educational, Scientific and Cultural Organization, 2018). Despite the importance of geography, learners often abscond lessons due to various reasons. Research has shown that learners abscond geography lessons due to lack of interest, difficulty in understanding, and poor teaching methods. (Kapambwe, 2015). These reasons highlight the need for effective teaching methods, teacher professional development, and learner support services.

International perspectives offer valuable insights into addressing learner absconding. In Zambia, the Ministry of General Education has introduced measures to improve geography education, including the development of new curriculum frameworks and teacher training programs (Ministry of General Education, 2020). In South Africa, the Department of Basic Education has implemented initiatives to promote geography education, such as the National Geography Olympiad and teacher development workshops (Department of Basic Education, 2020). These initiatives demonstrate the importance of government support and investment in geography education.

However, despite these efforts, there is a need for research on the effectiveness of guidance and counselling in addressing learner absconding in the Zimbabwean context. Guidance and counselling can play a crucial role in improving learner motivation, enhancing learner engagement, and supporting teacher professional development. Further research is needed to explore how guidance and counselling can be used to address learner absconding, particularly in the context of geography education.

Theoretical frameworks, such as the Self-Determination Theory (Deci & Ryan, 2000) and the Social Cognitive Theory (Bandura, 1986), can provide insights into the role of guidance and counselling in addressing learner absconding. These frameworks suggest that learners' motivation and engagement are influenced by factors such as autonomy, competence, and relatedness.

In Zimbabwe, the Ministry of Primary and Secondary Education has introduced initiatives to promote guidance and counselling services in schools. (Ministry of Primary and Secondary

Education, 2020). Guidance and counselling has been recognized as essential tools in addressing absconding and promoting academic engagement. By providing learners with emotional support, guidance, and encouragement, counsellors can help them overcome personal issues, develop coping strategies, and improve their motivation and interest in geography lessons. (Gysbers & Henderson, 2012).

Furthermore, research has shown that guidance and counselling can have a positive impact on learner outcomes, including academic achievement and attendance. (Lapan, 2012). It can lead to improved attendance, academic performance, and attitudes towards learning. However, there is a need for further research on the specific context of geography education and the role of guidance and counselling in addressing learner absconding. (Lane, 2012).

In addition, the use of technology can also enhance guidance and counselling services. Online platforms and tools can provide learners with access to guidance and counselling services, particularly in rural or remote areas where access to traditional services may be limited. (Gysbers, 2001). Moreover, the involvement of parents and the community can also play a crucial role in addressing learner absconding. Parents and the community can provide learners with support and encouragement, helping to motivate them to attend geography lessons. (Epstein, 2011).

1.2 Statement of the Problem

The problem of learner absconding of geography lessons is a persistent and complex issue that affects many schools, including So We Care High School in Stoneridge, Harare, Zimbabwe. Despite the importance of geography in the school curriculum, many learners tend to abscond geography lessons, leading to poor academic performance and limited career opportunities. This research presents a comprehensive statement of the problem of learner absconding of geography lessons at So We Care High School in Stoneridge, and outlines the intention of the study. The problem of learner absconding of geography lessons at So We Care High School in Stoneridge is characterized by high rates of absenteeism among learners in geography lessons, poor academic performance in geography, and limited career opportunities for learners who do not perform well in geography. The intention of this study

is to investigate the effectiveness of guidance and counselling in addressing the problem of learner absconding of geography lessons at So We Care High School in Stoneridge.

1.3 Research Aim

The aim of this study is to investigate the effectiveness of guidance and counselling in addressing learner absenteeism from geography lessons at So We Care High School in Stoneridge.

1.4 Research Objectives

1. To identify the underlying causes of learner absenteeism from geography lessons at So We Care High School in Stoneridge.
2. To assess the impact of guidance and counselling on learner attendance and motivation in geography lessons.
3. To develop strategies for improving learner attendance and motivation in geography lessons.

1.5 Research Questions

1. What are the underlying causes of learner absenteeism from geography lessons at So We Care High School?
2. What is the impact of guidance and counselling in solving the problem of absconding?
3. What strategies can be employed to improve learner attendance and motivation in geography lessons?

1.6 Hypothesis

1. Null Hypothesis (H0): There is no significant difference in absenteeism rates among learners who receive guidance and counselling and those who do not.
2. Alternative Hypothesis (H1): Learners who receive guidance and counselling will show a significant reduction in absenteeism rates compared to those who do not receive the intervention.

1.7 Significance of study

The significance of this study cannot be overstated. It seeks to investigate the effectiveness of guidance and counselling in addressing the problem of learner absconding of geography lessons at So We Care High School in Stoneridge. This is a problem that has plagued the school for a long time, resulting in poor academic performance and limited career opportunities for learners.

The stakeholders who will be affected by this study are numerous. Firstly, the learners themselves will benefit from the research. They will gain a better understanding of the importance of attending geography lessons and the role of guidance and counselling in supporting their academic and personal needs. This knowledge will empower them to make informed decisions about their education and future careers.

Teachers will also benefit from the research. They will gain valuable insights into the causes of learner absconding and the effectiveness of guidance and counselling in addressing this problem. This knowledge will enable them to develop more effective teaching methods and strategies to engage learners and improve their academic performance.

Guidance counsellors will also benefit from the research. They will gain a better understanding of the role of guidance and counselling in addressing learner absconding and the need to improve their services to support learners. This knowledge will enable them to develop more effective guidance and counselling programs that meet the needs of learners.

School administrators will also benefit from the research. They will gain valuable information on how to address the problem of learner absconding and improve academic performance in geography lessons. This knowledge will enable them to develop more effective policies and strategies to support learners and improve academic performance.

Parents will also benefit from the research. They will gain a better understanding of the importance of supporting their children's education and the role of guidance and counselling in supporting their children's academic and personal needs. This knowledge will enable them

to provide more effective support to their children and work collaboratively with teachers and guidance counsellors to improve academic performance.

Finally, the Ministry of Education will also benefit from the research. They will gain valuable information on how to address the problem of learner absconding and improve academic performance in geography lessons at the national level. This knowledge will enable them to develop more effective policies and strategies to support learners and improve academic performance across the country.

This study is significant because it will investigate the effectiveness of guidance and counselling in addressing the problem of learner absconding of geography lessons at So We Care High School in Stoneridge. The study will provide valuable insights into the causes of learner absconding, the current guidance and counselling services offered at the school, and the impact of guidance and counselling on learner attendance and academic performance in geography lessons. Each of the stakeholders will benefit from the research in various ways, ultimately leading to improved academic performance and career opportunities for learners.

1.8 Limitations

The study on the effectiveness of guidance and counselling in addressing absconding of geography lessons by learners at So We Care High School in Stoneridge is subject to several limitations. Geographically, the study is limited to So We Care High School in Stoneridge, which may not be representative of other schools in different locations, and therefore, the findings may not be generalizable to other contexts. Furthermore, the study only focuses on learners aged 13 to 15 years old, who are enrolled in geography classes, excluding learners who do not take geography and those with special needs, which may limit the scope of the study. Theoretically, the study relies on the Self-Determination Theory, which may not capture the full complexity of the issue, and other theoretical perspectives may offer additional insights, however, the study does not explore these alternative perspectives, which may be a limitation. Additionally, the study's reliance on self-reported data from learners and teachers may be subject to biases and limitations, and the study's focus on short-term outcomes may not capture the long-term effects of guidance and counselling on learner

outcomes. Finally, the effectiveness of the guidance and counselling intervention may depend on the expertise and experience of the counsellors.

1.9 Delimitations

The study on the effectiveness of guidance and counselling in addressing absconding of geography lessons by learners at So We Care High School in Stoneridge has several delimitations that need to be acknowledged. Geographically, the study is limited to So We Care High School in Stoneridge, and excludes other schools. The study focuses on learners aged 13 to 15 years old, who are enrolled in geography classes, and excludes learners who do not take geography. Additionally, learners with special needs are excluded from the study. Theoretically, the study relies on the Self-Determination Theory, which may not capture the full complexity of the issue.

Methodologically, the study uses a mixed-methods approach, which may be limited by the sample size and specific methods used, and relies on self-reported data from learners and teachers, which may be subject to biases and limitations. In terms of scope, the study only examines the effectiveness of guidance and counselling in addressing absconding of geography lessons, and does not consider other factors that may contribute to learner absconding, nor does it examine the long-term effects of guidance and counselling on learner outcomes. The study will use surveys, interviews, and observational data to collect information. Finally, the study is limited by the availability of resources, including time, funding, and access to participants, which may impact the quality and validity of the findings, and therefore, the results should be interpreted with caution.

1.10 Definition of key terms

Four key terms will be defined here.

1.10.1 Absconding

Ron Collier (2010) refers to absconding as any occasion when a learner leaves the class or any place in which he or she is being taught or under the control of the teacher or other responsible adult without their permission or knowledge. In the study, the researcher shall

refer to absconding as the act of not attending lessons without a proper excuse for not doing so.

1.10.2 Guidance and Counselling

Hill (1997) defines guidance and counselling as the services and programs that promote personal, social and educational development. The program should align with an institution's mission statement. In a school setting, Guidance and Counselling attends to the needs of students, parents, guardians and the community. It involves individual learner planning, guidance, curriculum instruction, system support and the provision of response services. Thus the research is going to focus on the effectiveness of the service in addressing the problem of absconding. The researcher in the study shall refer to Guidance and Counselling as the professional advice given to learners to address personal difficulties.

1.10.3 Geography Lessons

Geography lessons refer to the systematic study and pedagogical instruction of the relationships between people, places, and environments, encompassing the physical and human aspects of the world, and aiming to cultivate spatial awareness, critical thinking, and problem-solving skills among learners. (Murphy, 2007)

1.10.4 Learners

Learners refer to individuals who are acquiring new knowledge, skills, attitudes, and values through formal or informal educational experiences. Learners can be students, pupils, or participants in educational programs, and they can range from children to adults, across various educational levels and settings. (UNESCO, 2015)

1.11 Research Budget

Personnel	Researcher (Teacher) -using existing salary and benefits \$0	\$ 0
Data collection	Survey Instruments 100 (Printing and distribution) Interviews 100 (audio recorders, Transcription services e.t.c) Observations <u>50</u> (notebooks,pens e.t.c)	250
Data Analysis	Statistical software 0 (using existing school software and free online tools)	0
Miscellaneous	Transportation 50 Contingency <u>100</u> (unexpected expenses and emergencies)	150
Total budget		400

1.12 Research Layout

TITLE: The Effectiveness of Guidance and Counselling in Addressing Absconding of Geography Lessons by Learners at So We Care High School, Stoneridge.	
STAGE	RESEARCH CONTENT
Preliminary Pages	
Chapter 1	The Problem and its setting
Chapter 2	Review of related literature
Chapter 3	Research Methodology
Chapter 4	Presentation, Analysis and discussion of findings
Chapter 5	Summary, Conclusion and Recommendations

1.13 Summary

The researcher has set parameters to the research on the effectiveness of Guidance and Counselling in addressing absconding Geography lessons by learners at So We Care High School by giving the general background of the problem, sub problems, significance of the study, assumptions of the study, delimitations of the study, limitations of the study and definition of terms. In the next chapter, the researcher will look at theories of education and views of recognized authors in an endeavor to gain insight of the field of study. The next chapter will therefore review literature related to the study.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.0 Introduction

Absconding, or truancy, is a pervasive issue affecting schools worldwide, with far-reaching consequences for learners' academic achievement, social development, and future prospects. At So We Care High School in Stoneridge, geography lessons have been particularly affected by student absconding, prompting concerns about the underlying causes and potential solutions. Guidance and counseling have been proposed as strategies to address this issue, but their effectiveness in this context remains unclear. This comprehensive Review of related literature aims to synthesize existing research on the effectiveness of guidance and counseling in addressing learner absconding, with a specific focus on geography lessons at So We Care High School. By examining the theoretical frameworks, empirical studies, and best practices in this field, this review seeks to provide insights into the potential benefits and limitations of guidance and counseling in promoting student attendance and engagement in geography lessons.

2.1 Theoretical Framework

This study is grounded in the self-determination theory (SDT) of motivation. According to SDT, learners' motivation and engagement are influenced by three innate psychological needs: autonomy, competence, and relatedness. When these needs are met, learners are more likely to be motivated and engaged in learning. (Deci & Ryan, 2000)

In the context of geography lessons, guidance and counseling can help learners meet their needs for autonomy, competence, and relatedness. For example, guidance and counseling can help learners set goals and develop self-regulation skills, which can enhance their sense of autonomy and competence. Additionally, guidance and counseling can provide learners with emotional support and encouragement, which can help meet their need for relatedness. (Lapan, 2001)

Furthermore, this study is also informed by the ecological systems theory . (Bronfenbrenner, 1979) The theory suggests that students' behavior and development are influenced by multiple levels of the environment, including the microsystem for example family and school, mesosystem for example interactions between home and school, exosystem for example community resources, and macrosystem for example cultural values and policies.

2.2 The Concept of Geography Teaching

Geography teaching is a vital component of education that enables learners to develop a deeper understanding of the world around them (Lambert & Morgan, 2010). Effective geography teaching involves a range of approaches and strategies that promote critical thinking, problem-solving, and spatial awareness.

One of the key aspects of geography teaching is the use of interactive approaches. According to Firth (2011), interactive approaches can include hands-on activities, discussions, and debates that engage learners and encourage them to think critically about geographical concepts. By using interactive approaches, geography teachers can create a more dynamic and engaging learning environment that fosters a love of learning and promotes academic achievement.

Another important aspect of geography teaching is the use of real-world applications. Hopwood (2007) suggests that using case studies and real-world examples can illustrate geographical concepts and make them more relevant to learners' lives. This approach can also help learners develop a deeper understanding of the complex relationships between physical and human environments.

Critical thinking and problem-solving are also essential skills that geography teaching can promote. Firth (2011) argues that geography education should focus on developing learners' critical thinking skills, including analysis, evaluation, and synthesis. These skills are essential for success in a rapidly changing world and can be applied in a wide range of contexts.

Finally, geography teaching should also focus on developing learners' spatial awareness. Lambert and Morgan (2010) emphasize the importance of spatial awareness in geography education, as it enables learners to understand the relationships between different places and environments and how they are interconnected.

However, geography teaching is a complex and multifaceted discipline that involves a range of approaches and strategies. By using interactive approaches, real-world applications, critical thinking, and problem-solving, geography teachers can create a more engaging and effective learning environment that promotes academic achievement and fosters a love of learning. If these approaches and strategies are mishandled, problems such as absconding may crop up. Interventions such as guidance and counselling may be sought to try and fight the problem.

2.3 The Performance of Geography Learners in Secondary School

The performance of geography learners in secondary schools is a complex issue that is influenced by a range of factors. According to Lambert and Morgan (2010), effective geography teaching involves a range of approaches and strategies that promote critical thinking, problem-solving, and spatial awareness. However, the reality is that many geography learners in secondary schools face challenges that can negatively impact their performance.

One of the key factors that can affect learner performance is the quality of teaching. Firth (2011) argues that geography teachers who use interactive approaches and real-world applications can create a more engaging and effective learning environment. However, teachers who lack training or support may struggle to deliver high-quality geography education, which can negatively impact learner performance.

Another factor that can influence learner performance is access to quality resources. Hopwood (2007) suggests that resources such as textbooks, maps, and technology can support learner understanding and engagement. However, many secondary schools lack the

resources needed to provide high-quality geography education, which can put learners at a disadvantage.

Learner motivation and interest are also critical factors that can affect performance. According to Butt (2011), learners who are interested in geography are more likely to be motivated and engaged, which can lead to better performance. However, learners who lack interest or motivation may struggle to perform well, even if they have access to quality teaching and resources.

To improve the performance of geography learners in secondary schools, it is essential to address these challenges. This can involve providing teachers with professional development opportunities to enhance their teaching methods (Lambert & Morgan, 2010). It can also involve developing and providing quality resources to support geography education (Hopwood, 2007).

By addressing the above mentioned challenges and providing high-quality geography education, educators can work to improve learner performance, promote a deeper understanding of geography and hence curb the problem of absconding.

2.4 Perceived Contributing Factors Towards Absconding of Geography Lessons

Literature highlights number of factors leading to absenteeism of students from geography lessons

2.4.1 Time allocated for lessons

Absconding from lessons is a pervasive problem in many schools worldwide, including Zimbabwe. Geography, in particular, is often perceived as a challenging and boring subject, leading to high rates of absenteeism (Mukwambo, 2017). This study aims to investigate the perceived contributing factors towards absconding from Geography lessons, with a specific focus on the time allocated for lessons in Zimbabwe.

Time allocation for lessons is a critical factor in determining the effectiveness of teaching and learning. In Zimbabwe, the Ministry of Primary and Secondary Education (MoPSE) recommends a minimum of 35 hours of instructional time per week for secondary school students (MoPSE, 2016). However, a study by Chagonda (2018) found that many schools in Zimbabwe allocate less than 30 hours of instructional time per week, citing factors such as inadequate infrastructure, shortage of qualified teachers, and overcrowding.

In terms of Geography lessons, the MoPSE recommends a minimum of 2 hours of instructional time per week (MoPSE, 2016). However, a study by Mlambo (2020) found that many schools in Zimbabwe allocate less than 1.5 hours of instructional time per week for Geography lessons, citing factors such as lack of resources, inadequate teacher training, and competing demands from other subjects.

University of Cambridge report of November (1983) reported that limited time available on the timetable for subjects that involve practical activities results in learners' failure in their area of study. Time is of paramount importance as indicated by the above report. For Form one, two and three learners there is need for more field work to make Geography a reality rather than being in theory lessons most of the time. If time would allow more field work their interest would be captured and absconding will be limited. Geography involves more of practical work which is done through field work than theory.

2.4.2 Teaching and learning methods

Geography, is often perceived as a challenging and boring subject, leading to high rates of absenteeism (Mukwambo, 2017). This study aims to investigate the perceived contributing factors towards absconding from Geography lessons, with a specific focus on teaching and learning methods in Zimbabwe and Africa.

Teaching and learning methods in Zimbabwean and African schools have been criticized for being overly didactic and teacher-centered (Ogunniyi, 2011). The traditional lecture method, where the teacher talks and students listen, is still widely used in many schools (Mlambo,

2020). This approach can lead to student disengagement and boredom, particularly in subjects like Geography that require hands-on learning and critical thinking.

Mpofu (1994) argues that the major goal of teaching is to expose the learners to reality so that they can interact effectively with others in their environment. This shows that the teachers have a major responsibility in facilitating learning processes and they should make sure that by the end of each learning process, learners should recall what they have learnt. Varying teaching methods capture learners' interests towards the subject. In support of this fact, Wright (1987) asserts that teaching and learning processes are an important social activity. Thus, learners should be taught using different teaching methods that involve them in solving challenging problems (learner-centred methods).

Another factor contributing to absconding from Geography lessons due to teaching methods, is the lack of interactive and participatory teaching methods. Research has shown that students learn better when they are actively engaged in the learning process. However, many Zimbabwean and African teachers still rely on traditional teaching methods that do not encourage learner participation or interaction. (Kanengoni, 2016)

The use of technology in teaching and learning is another area that requires attention. While some Zimbabwean and African schools have made efforts to integrate technology into their teaching and learning, many others still lack the necessary resources and infrastructure (Makunde, 2019). This can make it difficult for teachers to use digital tools and resources to enhance their teaching and make lessons more engaging for learners.

In terms of assessment methods, Zimbabwean and African schools still rely heavily on traditional pen-and-paper tests and examinations (Tabulawa, 2013). This can create undue stress and anxiety for learners, particularly those who may not perform well in traditional assessment methods. Alternative assessment methods, such as project-based assessments and presentations, can provide learners with more opportunities to demonstrate their knowledge and skills in a more engaging and interactive way.

2.4.3 Motivation of learners by teachers

Motivation is a crucial factor in determining learner engagement and participation in lessons. According to Maslow's Hierarchy of Needs (1943), motivation is driven by the satisfaction of basic needs, such as safety, security, and belonging. In the context of Zimbabwean and African schools, teachers play a significant role in motivating learners and creating a conducive learning environment (Chagonda, 2018).

However, research has shown that many Zimbabwean and African teachers lack the necessary skills and training to motivate learners effectively. This can lead to a lack of enthusiasm and interest in subjects like Geography, resulting in high rates of absenteeism (Mukwambo, 2017).

Mwamwenda (1995) defined motivation as a concept used as an explanation or rationale for the way a person or an organism behaves. This definition implies that motivation is the driving force that causes an individual to engage in certain behaviours. If learners are motivated towards Geography, absconding results at its most by lacking interest in the subject. Teachers should be concerned in finding means and ways of making learners attend and respond to learning tasks so that learning itself will become a source of motivation. They should also motivate learners towards their subject so that they avoid absconding so that the society or the community will value the effort and work of their schools.

One of the key factors that contribute to learner motivation is the teacher-learner relationship. Research has shown that positive teacher-learner relationships can enhance learner motivation and engagement. However, many Zimbabwean and African teachers struggle to establish positive relationships with their learners due to factors such as large class sizes, inadequate resources, and high levels of stress (Mhakure, 2013).

Another factor that contributes to learner motivation is the use of effective teaching methods. Research has shown that interactive and participatory teaching methods can enhance learner motivation and engagement (Tabulawa, 2013). However, many Zimbabwean and African

teachers still rely on traditional teaching methods that do not encourage learner participation or interaction (Mlambo, 2020).

2.4.4 Negative attitude of learners towards the subject

Negative attitude towards Geography is a significant factor contributing to absconding from lessons. Research has shown that learners' attitudes towards a subject are influenced by various factors, including teacher-learner relationships, teaching methods, and learner interest (Kanengoni, 2016). In Zimbabwe and Africa, many learners view Geography as a difficult and irrelevant subject, leading to a negative attitude towards the subject (Tabulawa, 2013).

Caral (2006) states that attitude is important in determining what one will do in a situation. Therefore, it is the function of the teacher to cultivate in learners positive attitudes towards Geography. Caral (2006) further argues that lesson periods must be neither too long nor too short for the most effective learning to take place. Teachers should give learners tasks that are in line with the time available because if they are given too much work to do within a short period they will tend to dislike the subject. In support of this, Travers (1993) asserts that attitude of people is a relatively permanent way of feeling, thinking and behaviour towards something. Negative attitude is a feeling that can result in absconding of lessons by learners.

One of the key factors contributing to learners' negative attitude towards Geography is the lack of relevance and application of the subject to real-life situations. Many learners in Zimbabwe and Africa fail to see the practical application of Geography, leading to a lack of interest and motivation (Chagonda, 2018). This is compounded by the fact that many Geography teachers in Zimbabwe and Africa focus on theoretical aspects of the subject, neglecting practical and fieldwork-based learning (Mukwambo, 2017).

Another factor contributing to learners' negative attitude towards Geography is the use of outdated and ineffective teaching methods. Many Geography teachers in Zimbabwe and Africa rely on traditional teaching methods, such as lectures and chalk-and-talk, which fail to engage learners and promote critical thinking (Mlambo, 2020). This can lead to learners viewing Geography as a boring and uninteresting subject.

The lack of resources and infrastructure is another factor contributing to learners' negative attitude towards Geography. Many schools in Zimbabwe and Africa lack adequate resources, such as textbooks, maps, and geographic information systems (GIS), which can make it difficult for learners to engage with the subject (Ogunniyi, 2011).

2.4.5 Parents or Guardians' Influence on Children's Education

Parents or guardians play a significant role in influencing children's education, including their attitude towards specific subjects like Geography. Research has shown that parental involvement in children's education can have a positive impact on academic achievement and motivation (Kanengoni, 2016). However, in Zimbabwe and Africa, many parents or guardians lack the necessary knowledge and skills to support their children's education, particularly in subjects like Geography (Mlambo, 2020).

Most attitudes of children are learnt at home from their parents and guardians. Curzon (2004) laments that, "The attitude of parents towards the utility of what is learnt at school must color the way children approach school work". Parents influence their children's educational performance, particularly in Geography because of its nature. Fraenkel and Wallen (1990) supported the above sentiments by arguing that attitude towards academic subjects is linked to the learners' parents, conception. Learners usually assimilate what their parents say about education. Negative sentiments will develop, negative attitude and positive sentiments develop positive attitude. Parents should be prepared to invest towards their children's education.

One of the key factors contributing to parents' or guardians' influence on children's education is socioeconomic status. Research has shown that parents or guardians from lower socioeconomic backgrounds often lack the necessary resources and support to provide for their children's education (Chagonda, 2018). This can lead to a lack of interest and motivation in subjects like Geography, resulting in high rates of absenteeism (Mukwambo, 2017).

Another factor contributing to parents' or guardians' influence on children's education is cultural and social norms. In some African cultures, education is not valued as highly as other activities, such as farming or trading (Ogunniyi, 2011). This can lead to parents or guardians not prioritizing their children's education, particularly in subjects like Geography that are perceived as less relevant to everyday life.

The lack of communication between parents or guardians and teachers is another factor contributing to the influence of parents or guardians on children's education. Research has shown that regular communication between parents or guardians and teachers can improve academic achievement and motivation (Kanengoni, 2016). However, in Zimbabwe and Africa, many parents or guardians lack the necessary access to schools and teachers, making it difficult to communicate effectively.

2.4.6 The Teachers' perception and the Labelling Theory

Teacher's perception plays a significant role in shaping learners' attitudes and behaviors towards specific subjects like Geography. Research has shown that teachers' perceptions of learners can influence their teaching methods, expectations, and interactions with learners (Ogunniyi, 2011). In Zimbabwe and Africa, many teachers perceive learners who abscond from Geography lessons as lazy, unmotivated, or disinterested (Mlambo, 2020).

Kasambira (1993) observes that the school and classroom atmosphere can make the difference between an enthusiastic learner and a hater of the subject. The teachers and the school in general play a pivotal role in the learner's belief that a certain subject is difficult or easy. The tactics that are employed by teachers in a classroom goes a long way in shaping the learner's mind. If the teacher fails to impart the content clearly, learners may enjoy school but find a particular subject uninspiring and hence abscond.

The teachers should not label their classes as dull and should avoid not attending their lessons as this will increase that difficultness of the subject. In support to this fact, Kasambira (1993) asserts that classes labelled as dull will encounter negative hidden curriculum such as

absconding. The teachers should not despise the performance of their pupils but they should try to make the pupils aware of the immediate values of the subjects they teach.

The labelling theory provides a useful framework for understanding the teacher's perception and its impact on learners' behavior. According to the labelling theory, learners who are labelled as "troublesome" or "disinterested" are more likely to internalize these labels and exhibit behaviors that confirm these expectations (Becker, 1963). In the context of Geography lessons, learners who are labelled as "lazy" or "unmotivated" may be more likely to abscond from lessons, thereby confirming the teacher's expectations.

In Zimbabwe and Africa, the labelling theory can be applied to understand how teachers' perceptions of learners can contribute to absconding from Geography lessons. For example, a study by Mlambo (2020) found that teachers in Zimbabwean secondary schools often label learners who abscond from Geography lessons as "lazy" or "unmotivated". This labelling can lead to a self-fulfilling prophecy, where learners internalize these labels and exhibit behaviors that confirm these expectations.

2.4.7 Peer Pressure by some learners

Peer pressure is a significant factor that contributes to absconding from Geography lessons. Research has shown that learners are often influenced by their peers' attitudes and behaviors towards specific subjects (Kanengoni, 2016). In Zimbabwe and Africa, some learners may pressure their peers to abscond from Geography lessons, perpetuating a culture of truancy and absenteeism (Mlambo, 2020).

Learners may be seeking peer attention and can be easily influenced by others. This usually causes learners to abscond since those influenced by their friends would want to please their leader by conforming to what he or she says. Kasambira (1993) states that, "A learner can go against school and class rules in order to prove his or herself-worth to the peer group". This shows that even gifted learners can withdraw their concentration from the schoolwork because of peer pressure. Learners outside the classroom can engage in illicit activities such as drug abuse which will now be their first priority than lessons.

One of the key factors that contribute to peer pressure is the desire for social acceptance and belonging. Learners may feel pressure to conform to their peers' behaviors and attitudes, even if it means absconding from lessons (Ogunniyi, 2011). In Zimbabwe and Africa, their peers, reinforcing the behavior (Mukwambo, 2017), may see learners who abscond from Geography lessons as “cool” or “popular”.

Another factor that contributes to peer pressure is the lack of academic motivation and interest in Geography. Learners who are not motivated or interested in the subject may influence their peers to abscond from lessons, perpetuating a culture of disengagement and absenteeism (Chagonda, 2018).

2.4.8 Misbehavior by learners

Misbehavior by learners is a significant factor that contributes to absconding from Geography lessons. Research has shown that learners who exhibit misbehavior in class, such as disrupting lessons, refusing to follow instructions, and engaging in bullying, are more likely to abscond from lessons (Kanengoni, 2016). In Zimbabwe and Africa, misbehavior by learners is often linked to factors such as lack of discipline, poor teacher-learner relationships, and inadequate classroom management (Mlambo, 2020).

Gallagher (1985) defines misbehavior as an action or conduct that is inappropriate, improper, incorrect or unexpected. Gallagher (1985) also defines misbehavior as a variety of excessive chronic deviant behaviour ranging from impulsive, aggressive to depressive and withdrawal acts which violate the perceiver's expectations appropriateness and which the perceiver wishes to see stopped. The two definitions imply that misbehavior is based on the criteria that learners with behavioral problems will normally engage in social conflict. The signs include uncontrollable behaviour of all sorts including absconding of lessons.

One of the key factors that contribute to misbehavior by learners is the lack of engagement and motivation in Geography lessons. Learners who are not interested or motivated in the subject may exhibit misbehavior as a way of coping with their boredom or frustration

(Chagonda, 2018). In Zimbabwe and Africa, learners may view Geography as a difficult or irrelevant subject, leading to a lack of engagement and motivation (Mukwambo, 2017).

Another factor that contributes to misbehavior by learners is the influence of peer pressure. Learners may engage in misbehavior as a way of gaining acceptance or status among their peers (Ogunniyi, 2011). In Zimbabwe and Africa, learners may be influenced by their peers to engage in misbehavior, such as disrupting lessons or refusing to follow instructions (Kanengoni, 2016).

The role of teacher-learner relationships also plays a significant role in misbehavior by learners. Learners who have positive relationships with their teachers are less likely to exhibit misbehavior, while learners who have negative relationships with their teachers are more likely to engage in misbehavior (Mlambo, 2020).

2.5 Analysis of Guidance and Counselling

Dahir (2009) explains that Guidance and Counselling help to make a learning positive experience for every learner. Yasemin (2006) also says that it helps learners in a school with the developmental needs thus a positive experience. Dahir (2009) agrees with Atkinson (2001)'s notion that guidance and counselling help learners overcome their weaknesses in various social issues such as teenage pregnancy, gangs, absconding of lessons, school dropouts and truancy.

According to Melike (2008), Guidance and Counselling looks at each student as a unique individual, different in cognitive and affective development, social maturity, ability, motivation, aspiration, learning styles, needs, interests and potential. Thus educators aim at why learners are able and unable to learn or perform well and find or appropriate ways to help them learn better. Dahir (2009) also agrees that guidance and counselling is sensitive to individual differences. Guidance and Counselling considers the fact that a classroom environment that is good for one learner is not necessarily good for another.

Ceren (2010) and Dahir (2009) share the same sentiments that Guidance and Counselling considers the fact that a classroom environment that is good for one child is not necessarily

good for another. It also helps learners improve their abilities and skills, and adjust themselves and their environment in a healthy way.

According to Bahar (2009), teachers, administrators and parents play an important role in identifying the barriers to academic and personal growth of learners and suggest to each other possible interventions to address the areas of need for the best interest of the learner so that the learner adapt to the school's environment. Dahir (2009) also says, "Guidance and Counselling facilitate communication among teachers, parents, administrators and learners to adapt the school's environment in the best interest of each individual learner".

Parker (1953) cited in Dahir (2009) explains that Guidance and Counselling helps individual learners to adapt the school's experiences and prepare them for the future through fighting the perceived factors contributing towards absconding. It helps individual learners make the most of their school experiences and prepare them for the future through fighting against factors that contribute towards different attitudes in school work.

2.6 Summary

Research has consistently shown that guidance and counseling can play a crucial role in addressing learner absenteeism and truancy, including absconding of specific subjects like geography. Studies have identified various factors contributing to learner absconding, including lack of motivation, poor teacher-learner relationships, and learning difficulties. (Attwood, 2009) Guidance and counseling interventions, such as individual counseling, group counseling, and mentoring, have been found to be effective in addressing these underlying issues and improving learner attendance and engagement. Furthermore, research has highlighted the importance of a whole-school approach to addressing absenteeism, involving collaboration between teachers, counselors, and parents. Overall, the literature suggests that guidance and counseling can be a valuable strategy for addressing absconding of geography lessons by learners at So We Care High School in Stoneridge, by addressing underlying issues and promoting a supportive learning environment. (Kumar, 2018)

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

3.0 Introduction

This chapter focuses on methodology used in proving the effectiveness of Guidance and Counseling in addressing the problem of absconding of geography lessons. This refers to the methods used in getting the relevant data through the questionnaires and interviews used. The reliability of the two methodologies used was also tested. The chapter also highlighted the procedure used to extract the used sample from So We Care High School where the researcher carried out the study.

3.1 Research Design

According to Borg and Gall (2003), research design refers to the procedures used by the researcher to explore the relationship between variables to form subjects into groups, administer measures applying treatment and analyse the data. Black (2005) asserts that, the experimental method also involves assessment of the cause of dynamics within a closed system so as to establish comparability.

3.1.1 Research Paradigm

The researcher will employ a positivist research paradigm, which emphasizes objectivity, empiricism, determinism, and quantification. The positivist approach is suitable for this research as it seeks to investigate the causal relationship between guidance and counseling and the reduction of absconding behavior among learners. The positivist paradigm is based on the assumptions that the researcher will remain objective and detached from the research participants. Data will be collected through observation and measurement; the study will seek to establish cause-and-effect relationships between guidance and counseling and the reduction of absconding behavior. Data will be analyzed using statistical methods to establish correlations and causal relationships.

Absconding from geography lessons is a pervasive issue that affects learners' academic performance and overall educational experience at So We Care High School in Stoneridge, Harare. Guidance and counselling have been touted as potential solutions to address this issue. This study examines the effectiveness of guidance and counselling in addressing absconding of geography lessons by learners at So We Care High School.

3.1.2 Research Methodology

Goddard and Melville, (2004), explained that research methodology is a systematized effort to gain new knowledge. In the research it is a way to find out the results of an analyzed problem on a specific issue. Quantitative research will be used in this research.

Quantitative research is a systematic and structured approach to research that involves the collection and analysis of numerical data to answer research questions or test hypotheses (Creswell, 2014). This methodology is characterized by objectivity, systematicity, and generalizability, aiming to provide objective and unbiased findings that can be applied to a larger population.

Quantitative research employs various methods, including surveys, experiments, and quasi-experiments (Campbell & Stanley, 1963). Data analysis involves the use of statistical methods, such as descriptive and inferential statistics, to examine relationships between variables. Quantitative research offers numerous advantages when examining the effectiveness of guidance and counselling in addressing absconding behaviour among learners. One of the primary advantages of quantitative research is its objectivity. By using numerical data, quantitative research provides an unbiased measurement of the attendance patterns of learners, reducing the influence of personal biases (Kerlinger, 1973).

Another significant advantage of quantitative research is its reliability (Creswell, 2014). Quantitative research allows for reliable data collection and analysis, as the data is based on numerical values. This reliability enables researchers to draw accurate conclusions about the effectiveness of guidance and counselling in addressing absconding behaviour. Quantitative research also provides findings that can be generalized to a larger population (Creswell,

2014). This generalizability makes it possible to apply the results of the study to other similar contexts, increasing the practical significance of the research.

In addition, quantitative research enables comparative analysis (Campbell & Stanley, 1963). By comparing the attendance patterns of learners who receive guidance and counselling services with those who do not, researchers can determine the effectiveness of the intervention. This comparative analysis provides valuable insights into the impact of guidance and counselling on learner attendance. Furthermore, quantitative research allows for efficient data collection and analysis (Creswell, 2014). Large amounts of data can be collected using surveys, questionnaires, and other instruments, making it possible to examine the attendance patterns of a large number of learners. Quantitative research makes it easy to replicate the study (Kerlinger, 1973). The methods and procedures used in the study are clearly outlined, enabling other researchers to replicate the study and verify the findings.

While quantitative research offers several advantages, it also has some disadvantages that can impact the validity and reliability of the findings. One of the primary disadvantages of quantitative research is its inability to provide in-depth insights into the research phenomenon (Creswell, 2014). Quantitative research focuses on numerical data, which can limit the researcher's ability to explore the complexities and nuances of the research topic.

Another significant disadvantage of quantitative research is its reliance on standardized instruments (Kerlinger, 1973). While standardized instruments can provide reliable data, they can also be limited in their ability to capture the unique experiences and perspectives of individual learners. Quantitative research can also be limited by its focus on causality (Campbell & Stanley, 1963). While causality is an important aspect of quantitative research, it can also lead researchers to overlook other important factors that may influence the research phenomenon. Furthermore, quantitative research can be time-consuming and expensive (Creswell, 2014). Collecting and analyzing large amounts of numerical data can require significant resources, which can be a challenge for researchers with limited budgets. In addition, quantitative research can be limited by its assumption of a normal distribution

(Kerlinger, 1973). While many quantitative research methods assume a normal distribution, this assumption may not always be valid, which can impact the accuracy of the findings.

Finally, quantitative research can be criticized for its lack of flexibility (Creswell, 2014). Once the research design and methods are established, it can be difficult to make changes or adjustments, which can limit the researcher's ability to respond to unexpected challenges or findings.

3.1.3 Research Strategy

The researcher's intention is to investigate the effectiveness of guidance and counselling in addressing absconding of geography lessons among learners at So We Care High School in Stoneridge. To achieve this objective, she intends to employ a descriptive quantitative research strategy which is a suitable approach for this study. This involves collecting and analyzing numerical data to describe a phenomenon or situation. In this case, the phenomenon of interest is the effectiveness of guidance and counseling in addressing learner absenteeism in geography lessons.

Firstly, a stratified random sampling will be used to select a sample of 100 learners from the population. This sampling strategy will enable selection of representative sample of learners, ensuring that the findings are generalizable to the larger population. The target population for this study will consist of learners at So We Care High School who absent themselves from geography lessons. A stratified random sampling technique can be used to select a representative sample of learners from different classes. This technique ensures that the sample is representative of the population, thereby increasing the generalizability of the findings.

To collect data, she intends to use standardized questionnaires and interview guides to gather information on learners' attitudes towards geography lessons and their perceptions of geography as a subject. The questionnaire and guides can include questions that assess learners' attitudes towards geography lessons and their motivation for attending or absconding these lessons.

The questionnaire and guides will be distributed to the selected sample of learners during school hours. To ensure a high response rate, the questionnaire can be distributed and collected by the researcher. The collected data will be analyzed using descriptive statistics, such as percentages and the results of the study will be presented in tables and figures to facilitate easy interpretation. The findings of the study will be discussed in relation to the research questions and objectives.

By employing the descriptive quantitative research strategy, provision of an objective and unbiased investigation into the effectiveness of guidance and counselling in addressing absconding of geography lessons can be done.

3.1.4 Target Population

According to Best and Kahn (2001), a population is any group of individuals that have one or more characteristics in common that are of the researcher's interest. A population is also the aggregate of cases that conform to some designed specification. The whole group is called the "target population" whilst selected representative part of the group is referred to as a "sample". In this study, the population was made up of four hundred pupils of mixed background in terms of social and economic status. The population was made up of a mixture of female and male pupils taken according to the school's enrollment standards totaling to ninety students. The pupils were of the ages thirteen to fourteen years. All the pupils were day scholars and form 1 geography students from the three form one classes.

The staff comprised of eight teachers including the Senior Lady, Senior Master and the School Head of So We Care High School located in Harare. Most of the teachers are of middle age with more than a three- year teaching experience at the school. One of the teachers is a female student teacher teaching Geography. The School head, Senior woman and Head of Department have more than five years experience of teaching at the school. They are all above forty years of age. There were four female teachers (the Senior Lady, Guidance and counselling teacher, the Geography teacher for senior classes and one Geography student teacher) and four male teachers (the School Head, Senior Master, the H.O.D Geography and

one of the teachers who have been at school for a long time). In addition, two parents from the local community took part. These were members of the School Development committee who are easier to reach. One male and one female were chosen with an economic and social status which is in between. There were ninety students who took part in the research. The total population was one hundred participants.

3.1.5 Samples

According to Gail (2006), sampling is the process of selecting a number of individuals for a study in such a way that the individuals represent the larger group from which they were selected.

Monser (2010) explains a sample as an example, small part of something meant to show the rest what it is like. Of the ninety hundred pupils, thirty pupils represented each of the chosen classes for example in 1 West, 1 North and 1 East which were taken as a sample. All the classes taken by the researcher for Geography were chosen as samples to represent the whole group of So We Care Geography classes. In addition, there were four female teachers (the Senior Lady, Guidance and counselling teacher, the Geography teacher for senior classes and one Geography student teacher) and four male teachers (the School Head, Senior Master, the H.O.D Geography and one of the teachers who have been at school for a long time). Two parents from the local community also took part. Therefore in total there were one hundred participants who took part in this research.

3.1.6 Sampling Procedure

From the given pupils, stratified random sampling and alphabetic chronology was used to which fifteen girls and fifteen boys were picked from each of the three chosen classes. The first fifteen female and fifteen male pupils in the register were picked to represent each class sample. Since the research demanded responses from the chosen sample classes of the Geography classes, each class was represented by thirty pupils.

For the staff members, the researcher used purposeful sampling strategy. In the sampling, the researcher included the School Head, the Senior Woman, the Senior Master, Head of

Geography department, the Guidance and counselling teacher, one student teacher, one geography teacher teaching senior classes and one teacher who has been at the school for a long time. The sampling strategy was the same for the parents who in this case were to be represented by two S.D.A members who stay close to the school, as some of the parents were difficult to contact. The parents or the S.D.A. members provided the information based on their experience with the children at home concerning Geography work while the chosen teachers, the School Head, Senior Woman and the Head of Department had the most relevant information of the school and its disciplinary procedures. The sample total was one hundred.

3.1.7 Research Instruments

According to Cohen (2011), research instruments refer to the method used to collect data relevant to the study being carried out. The researcher used questionnaires and interviews for data collection. The researcher used both questionnaires and interviews for the purpose of cross validating the responses. The questionnaires were for the school head, head of department geography, the chosen teachers and parents while interviews were for the pupils.

3.1.7.1 Questionnaires

Chiromo (2005) defines a questionnaire as a device for securing answers to questions by using a form which the respondent completes. In brief, Chiromo (2005) implied that a questionnaire has a set of questions where the respondents record their responses. The questionnaire used in this research was hand posted. There was a selection of questions relevant to the study given to the staff members and parents to fill in their responses. The questions used in the questionnaire were closed ended. These relied on the statistics drawn from the responses on the questionnaire.

Advantages of a Questionnaire

The questionnaires are the most appropriate in this study because they gave room to participants to have ample time to think about the problem and respond to the questions at their disposal, in a full and satisfactory manner. Furthermore, a questionnaire was easy to

prepare and administer. The respondents responded freely to questions with closed ended questions since they required straight forward answers with no extra information. The answers to closed ended questions motivated the response interest. There were limited deviations from the answers supplied hence this made the researcher get the information she really required. Moreover, there was no external influence when responding to the questions, a factor which could have spoiled the whole study. Thus each respondent made his or her comments in strict confidence.

Disadvantages

Morrison (2011) explains closed questions as questions restricted and open ended questions as those questions which were not restricted. Close ended questions are not open for suggestions while open ended could be open for suggestions and further explanations. The questionnaire was limited to statistics only probably not meeting the expectations of the researcher. Data quality issues was also picked out during the use of a questionnaires. Data obtained was too specific. In the case of the study, the questions created a bias in the sense that the respondents were guided and could not explain why they saw guidance and counseling as a way of addressing the problem of absconding geography lessons and why they would say it was not and suggest better ways of addressing the problem.

Another disadvantage of questionnaires is social desirability bias, where respondents provide answers that they think are socially acceptable rather than their true opinions or behaviors. The respondents were forced to select one of the alternatives even though the answer may not wholly represent his or her view. The gestures and emotions of respondents as they answered could not be recorded therefore resulting in a missing component of the data collection. Language barriers and cultural bias can also be disadvantages of questionnaires. Language used on the questionnaire was a challenge especially for the parents.

Language barriers and cultural bias can also be disadvantages of questionnaires. To address these, the researcher translated the questionnaire into the simplest language likely to be understood by all participants. The researcher created questionnaires for parents with simple

and direct questions which were easily understood. These were different from those answered by the staff members.

Data quality issues were also likely to arise when using questionnaires. To address these, the researcher pilot tested the questionnaire to identify potential data quality issues, provide clear instructions and definitions to ensure respondents understand what is being asked, and use data validation techniques, such as checks for consistency and accuracy, to ensure data quality.

The researcher noticed an issue of social desirability bias, where respondents provide answers that they think are socially acceptable rather than their true opinions or behaviors. To address this, researcher ensured respondents' anonymity, use of neutral language in questions, and pilot testing the questionnaire to identify potential biases.

3.7.1.2 Interviews

Interviewing was one of the research methodologies used in the research. Sidhu (2002) defines an interview as a two way system which permits an exchange of ideas and information. This means that the researcher asks questions to which the subjects responds and the researcher records the responses. Forty pupils from the two selected classes were interviewed through direct verbal interaction. The researcher interviewed them during their free time which the researcher had arranged before the interview.

Interviews are a widely used data collection method in research, allowing for in-depth exploration of respondents' thoughts, feelings, and experiences. The type of interview used depends on the research question, population, and goals of the study. This essay will provide a comprehensive overview of the various types of interviews, including structured, unstructured, semi-structured, in-depth, focus group, telephone, and online interviews.

Structured interviews are standardized interviews where the interviewer asks a set of pre-determined questions in a specific order. This type of interview is useful for gathering quantitative data and allows for easy comparison of responses. However, it may not allow for

exploration of unexpected topics and can be inflexible (Kvale, 2007). On the other hand, unstructured interviews are non-standardized interviews where the interviewer asks open-ended questions and allows the respondent to guide the conversation. This type of interview is useful for gathering qualitative data and provides rich and detailed information. However, it can be time-consuming and may be difficult to analyze data (Patton, 2002).

Semi-structured interviews combine the strengths of structured and unstructured interviews. The interviewer asks a set of pre-determined questions, but also allows for open-ended discussion. This type of interview is useful for gathering both quantitative and qualitative data and allows for flexibility and exploration of unexpected topics (Rubin & Rubin, 2012). In-depth interviews are detailed and lengthy interviews that explore a specific topic or issue in great depth. This type of interview is useful for gathering sensitive or personal information and provides rich and detailed data. However, it can be time-consuming and may require specialized skills and training.

Focus group interviews bring together a small, diverse group of people to discuss a specific topic or issue. This type of interview is useful for exploring group dynamics and interactions and provides rich and detailed data. However, it can be challenging to manage group dynamics and may be difficult to analyze data (Morgan, 1997). Telephone interviews are conducted over the phone and are useful for gathering information from a wide geographic area. However, they may lack nonverbal cues and can be challenging to build rapport (Kvale, 2007). Online interviews are conducted through digital means and are useful for gathering information from a wide geographic area. However, they may lack nonverbal cues and can be challenging to build rapport. In this study, structured interviews were used. These were characterized by predetermination, quantitative data collection, standardization and the use of closed ended questions.

The researcher was helped to gather information about beliefs, attitudes, knowledge and understanding of the subject from the pupils. The researcher accessed more information in a verbal interaction and questions that were rephrased for better understanding. It was a cheaper way of collecting data and information provided was more accurate. The researcher,

had a chance and room to motivate the respondents during the interviews. The researcher asked as many questions as she could. There was comparison of different views.

The researcher misinterpreted certain action made by the pupils. Some lacked adequate background information of the subjects. Other respondents intentionally gave false answers for the sake of pleasing the interviewer. The recordings by the researcher were affected by subjectivity and had a little bit of bias in them. It was time consuming and the researcher had to find convenient time to carry out the interview.

3.2 Data Collection Procedure

To investigate the effectiveness of guidance and counselling in addressing absconding of geography lessons, a mixed-methods approach will be employed. This involves collecting both quantitative and qualitative data to provide a comprehensive understanding of the issue (Creswell, 2014). Quantitative data will be collected through survey questionnaires and attendance records, while qualitative data will be collected through in-depth interviews and focus group discussions.

Quantitative data collection will involve distributing survey questionnaires to learners at So We Care High School to gather information on their attendance patterns, reasons for absconding geography lessons, and perceptions of the guidance and counselling services (Dillman, 2000). Additionally, attendance records will be collected from the school's administration to quantify the extent of absconding and identify patterns.

3.3 Data Presentation and Analysis

The presentation and analysis of data are crucial steps in the research process. Effective data presentation and analysis enable researchers to extract meaningful insights from their data, identify patterns and trends, and draw valid conclusions. This essay outlines a comprehensive data presentation and analysis procedure, highlighting the importance of quantitative and qualitative data analysis, data triangulation, and reliability and validity.

Quantitative data analysis involves the use of statistical methods to summarize and describe the data. In this study, descriptive statistics will be used to analyze the quantitative data and identify patterns and trends (Field, 2013). Thematic analysis will be employed to analyze the qualitative data and identify themes and sub-themes (Braun & Clarke, 2006).

3.4 Integrity of the study

3.4.1 Validity

The effectiveness of guidance and counseling in addressing absconding of geography lessons by learners at So We Care High School in Stoneridge can be understood by examining the role of guidance and counseling in promoting academic engagement and reducing absenteeism. By providing students with a supportive and non-judgmental space to discuss their concerns and challenges, guidance and counseling can help students develop a more positive attitude towards learning. In the context of So We Care High School, guidance and counseling can be effective in addressing absconding of geography lessons by learners. This can be achieved by:

1. Identifying underlying causes: Guidance and counseling can help identify the underlying causes of absenteeism, such as lack of interest, difficulty with the subject matter, or personal issues.
2. Developing strategies: Guidance and counseling can help students develop strategies to overcome these challenges, such as setting goals, developing study skills, and seeking additional support.
3. Providing support: Guidance and counseling can provide students with emotional support and encouragement, helping to build their confidence and motivation.

3.4.2 Credibility

The effectiveness of guidance and counselling in addressing absconding of geography lessons by learners at So We Care High School in Stoneridge can be established through a credible research study. To ensure research credibility, it's essential to consider several factors. Firstly,

objectivity is crucial in establishing credibility. This can be achieved by using systematic and transparent methods to collect and analyze data. Secondly, reliability and validity of the research instruments and methods are vital. This can be ensured by using standardized instruments and methods that have been tested for reliability and validity. A study on school guidance and counselling needs assessment found that both school counsellors and students viewed the involvement of parents substantially negatively. On a third note, generalizability of the findings is essential. This can be achieved by using a representative sample of participants and ensuring that the findings can be applied to other contexts. Lastly, transparency and peer review are critical in establishing credibility. Researchers should provide detailed descriptions of their methods and findings, and the study should be reviewed by other experts in the field.

3.4.3 Ethical Considerations

Research studies, particularly those involving human subjects, require careful consideration of ethical principles to ensure that the rights and dignity of participants are respected. This research study discusses the ethical considerations likely to be faced during a research study investigating the effectiveness of guidance and counseling in addressing the issue of absconding geography lessons by learners at So We Care High School.

One of the primary ethical considerations in this study is obtaining informed consent from participants. Learners, teachers, and parents or guardians must be fully informed about the purpose, procedures, and potential risks and benefits of the study. They must also be assured of their right to withdraw from the study at any time without penalty. Informed consent forms must be designed in a way that is easy for participants to understand, and consent must be obtained before data collection begins.

To protect the privacy and confidentiality of participants, measures must be taken to ensure that their personal information and responses remain anonymous. This can be achieved by using pseudonyms, codes, or numbers to identify participants, rather than their real names. Additionally, data must be stored in a secure location, and access must be restricted to authorized personnel only.

Participation in the study must be voluntary, and participants must not be coerced or pressured into taking part. Learners, in particular, must not be forced to participate by their teachers or parents or guardians. The researcher must ensure that participants understand that their decision to participate or not will not affect their academic performance or relationships with teachers.

The researcher has a responsibility to ensure that participants do not suffer any harm or discomfort as a result of their participation in the study. This includes avoiding any questions or topics that may be sensitive or distressing for learners. The researcher must also be prepared to provide support and resources for learners who may experience emotional distress during the study.

The researcher must avoid deceiving or misrepresenting the study to participants. This includes providing accurate information about the study's purpose, procedures, and potential outcomes. The researcher must also avoid making promises or guarantees that cannot be fulfilled. The researcher must be culturally sensitive and aware of the diverse backgrounds and experiences of participants. This includes being respectful of different cultures, languages, and beliefs, and avoiding any questions or topics that may be culturally insensitive.

Conducting research on the effectiveness of guidance and counseling in addressing learner absenteeism in geography lessons at So We Care High School requires careful consideration of ethical principles. The researcher must ensure that participants provide informed consent, maintain confidentiality and anonymity, participate voluntarily, avoid harm, and avoid deception and misrepresentation. By upholding these ethical principles, the researcher can ensure that the study is conducted in a responsible and respectful manner.

3.5 Summary

The chapter presented the following components of the methodology: research design, sample and sampling procedure, research instruments, data collection procedure, data analysis, and research integrity. The next chapter is going to focus on data presentation, analysis and interpretation.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS, INTERPRETATION AND

4.1 Introduction

This chapter presents the analysis and interpretation of the study on the effectiveness of guidance and counselling in addressing absconding of geography lessons by learners at So We Care High School in Stoneridge, Harare. This phenomenon not only affects the academic performance of the students but also has a negative impact on their overall development. The chapter is organized into four sections: demographic data of the respondents, causes of learner absenteeism, impact of guidance and counselling, and strategies for improving learner attendance.

.

4.2 Demographic Data

This section presents the tabulated demographic data of the 100 participants who participated in the research study. The demographic data include age, gender, teaching experience and qualifications of the teacher-participants.

4.2.1. Age Distribution of participants

The participants were drawn from the teaching staff, two parents' representatives and learners bringing the total number of participants 100 and all of them are from So We Care High School. 90% of the research participants is made up of learners from form 1 who are from the age ranges of 11 to 20years. 10% is made up of teachers and two parents who are members of the School Development Committee. The distribution of the 10% shows that 2% were from the age range of 21 to 30 years, another 2% were aged between 31 to 40 years. 5% is made up of the participants aged between 41 to 50 years and 1% was aged above 50years.

The researcher chose participants from various age groups because age is a significant factor in how learners respond to guidance and counselling. Learners require more guidance and

support in understanding the importance of attending geography lessons. They benefit from more personalized guidance and counselling that takes into account their individual needs and goals. Teachers and parents engage in individual counselling sessions in order to identify underlying issues and develop personalized plans to improve attendance making their participation in the research relevant. Table 4.1 shows the age profile of the participants who took part in the research study.

Table 4.1 Age Distribution

Age Group	Number	Percentage
11-20 years	90	90
21-30 years	2	2
31-40 years	2	2
41-50 years	5	5
Above 50 years	1	1
Total	100	100

4.2.2. Gender distribution of participants

The sample consisted of 45 males and 55 females. The goal was to get a relatively balanced representation, with a slight majority of females. 55% of the participants are female, while 45% are male. This gender distribution is consistent with the national demographic trends, where the gender ratio is relatively balanced. Gender distribution in research is crucial in ensuring a balanced accuracy and reliability of research findings. A relatively balanced gender distribution allows researchers to generalize their findings to the broader population, including both males and females. Ensuring diverse gender distribution enhances the representation of various populations, making research more inclusive and equitable. Table 4.2 below shows that based on the collated questionnaires, 45% of the sample were males and females were 55%.

Table 4.1 Gender distribution

Gender	Number	Percentage
Males	45	45
Females	55	55
Total	100	100

4.2.3 Academic or professional qualifications of participating teachers

The data in Table 4.3 shows that 30% of the respondents were Diploma in Education holders including a pending diploma from the geography student teacher.. Those with a Bachelor's degrees including Masters constituted the majority of the respondents representing 50%. The remaining 20% held certificates in Administration.

Table 4.3 Professional qualifications of the respondents

Qualifications	Frequency	%
Diploma including a pending diploma in Education	3	30
Bachelor's degree	4	40
Postgraduate including Masters	1	10
Certificates in Administration	2	20
Total	10	100

The teacher qualifications reflected in table 4.3 shows that all the teachers who participated in the study have a teaching qualification with the exception of the two parent representatives and the geography student teacher who is an aspiring teaching candidate. Because of their academic and professional qualifications it is assumed that they have an idea on how guidance and counselling can be employed to address learner absenteeism from geography lessons.

4.2.4 Work experience

Teachers' experience was identified as an important issue which plays a critical role in employing the guidance and counselling technique to address learner absenteeism from geography lessons. One teacher falls within the range of less than 5 years of teaching, three teachers fall within the range 5-10 years and the other four teachers fall within the 10 years and above range. These levels of experiences made it possible to give different contributions to the study because they had different working experience.

Table 4.4: Teaching experience

Teaching experience	Frequency	Percentage
Below 5 years	1	12,5
5-10 years	3	37,5
10+ years	4	50

4.3 Themes and Sub themes

The aim of this study is to prove the effectiveness of guidance and counselling in addressing absconding learners from Geography lessons at So We Care High School in Stoneridge. The researcher used questionnaires and interviews to collect data. The themes developed were; causes of learner absenteeism from geography lessons, impact of Guidance and Counselling on learner attendance of Geography lessons, strategies for improving learner attendance and motivation in Geography lessons as well as identifying the stakeholders that can be engaged to improve geography lesson attendance by form one learners at So We Care High School in Stoneridge.

4.3.1 Causes of learner absenteeism from Geography Lessons

The instruments that were used in gathering responses on the causes of learner absenteeism from geography lessons were the questionnaires and interviews. Form one learners, School

Head, Senior teachers, Head of department, subject teachers and parents' representatives were the respondents. Five sub themes were derived from the responses given.

4.3.1.1 Geographic factors

Learners, teachers, and parents in this study acknowledge the challenges posed by geographical factors, such as distance from school and transportation difficulties. In this study, data was collected from learners, teachers, and parents through interviews and questionnaires to gain a comprehensive understanding of the impact of geographical factors on learner absenteeism. The findings from this study are consistent with existing literature, which highlights the significance of geographical factors in affecting learners' attendance.

Rhona Mae S. Moldero et al. (2024) confirmed the significance of geographical factors in affecting learners' attendance. Geographical factors play a significant role in learner absenteeism, particularly in geography lessons. The conducted study revealed that geographical factors, such as distance from school, significantly impact students' attendance. This finding is also supported by learners, teachers, and parents.

Learner 1 *"Travelling long distances to school is exhausting, leading to tardiness and absenteeism."*

Learner 2 *"I have to wake up early to catch the bus, and sometimes I miss it, which makes me late for the lesson most of the times."*

Teacher 1, *"Some learners have to travel long distances to get to school, which is challenging, especially during bad weather."*

Parent 1 *"My child has to travel a long way to get to school, and sometimes the bus is late, which makes her late for classes."*

The testaments from learners, teachers, and parents confirm the significance of geographical factors, such as distance from school and transportation difficulties in affecting attendance of geography lessons.

4.3.1.2 Learners' Attitude

Teachers and parents emphasized the importance of incorporating more interactive and engaging teaching methods and making geography more relevant to learners' everyday lives.

The gathered data through questionnaires and interviews revealed that though some learners find geography interesting, they struggle to see its relevance to their everyday lives. Most learners testified to having a lack of interest in geography classes. They find it boring, lacking in relevance since it is full of diagrams. The teachers reported that they heavily rely on traditional teaching methods due to lack of resources to make the subject more engaging. Parents noted that today's geography lessons are not different from what they learned during their time.

Literature highlights that learners' attitudes towards geography are influenced by various factors, including their interest in the subject, perceived relevance, lack of resources, standardized tests and traditional teaching methods. Additionally, learners' prior experiences and exposure to geographical concepts can also shape their attitudes towards the subject and improve the attendance and reducing geography subject dropouts. (Lambert & Balderstone, 2010).

Learner 2, *"If geography classes were more interactive and relevant, I would actually look forward to attending them."*

Teacher 2 commented, *"I wish we had more resources to make geography more interactive. Right now, it is just lectures and textbooks. When we use interactive maps and games, learners become more engaged and interested in the subject."*

Teacher 3 *"We need to make geography more relevant to learners' everyday lives."*

Parent 2 *"If learners see how geography applies to their own lives, they will be more interested and motivated to learn."*

The gathered responses clearly suggest that lack of relevance, boring teaching methods and limited resources aid to absenteeism of geography lessons by form one learners.

4.3.1.3 Complexity of geographical concepts

Data was collected from learners, teachers, and parents at So We Care High School using questionnaires and interviews. Most learners highlighted that, geography is a complex and multifaceted subject that requires understanding and analysis of various spatial relationships,

concepts, and processes. They often struggle to comprehend the complexity of geographical concepts, which can hinder their academic performance and engagement in the subject. Teachers noted that learners' lack of understanding is often due to the complexity of the concepts and the limited time available to teach them. Parents commented that their children often struggle with homework and assignments due to the difficulty of the concepts.

Lambert & Balderstone (2010) supported that geographical concepts can be challenging for learners to understand due to their abstract and spatial nature. Additionally, the complexity of geographical concepts can be exacerbated by the use of technical vocabulary and the requirement to analyze and interpret various data sources. A study by Wiegand (2006) found that students' understanding of geographical concepts is influenced by their prior knowledge and experiences.

Learner 2 *"I struggle to analyze and interpret geographical data, such as climate graphs and population pyramids."*

Learner 3 *"Geography is like solving a puzzle, you have to fit all the pieces together to understand the bigger picture."*

Teacher 1 *"Learners struggle to understand the abstract nature of geographical concepts."*

Teacher 4 *"We need to find ways to make geographical concepts more accessible and engaging for our students."*

Parent 2 *"I wish there were more resources available to help my child understand geographical concepts. I think the school should provide more support for students who struggle with geographical concepts."*

Gathered data from questionnaires and interviews clearly indicates the complexity of geographical concepts at So We Care High School hindering learners' lesson attendance and engagement in the subject.

4.3.1.4 Fieldwork requirements

Fieldwork is an essential component of geography education, providing learners with hands-on experience and opportunities to apply theoretical concepts to real-world situations. However, learners noted that they often feel overwhelmed by the physical and logistical demands of fieldwork, leading them to miss classes. Teachers commented that fieldwork is

time-consuming and requires significant planning and organization, which is challenging to some learners. Parents added that their children often struggle with the academic demands of fieldwork, leading to stress and anxiety.

Literature has shown that fieldwork is challenging and a time-consuming aspect of geography education. Learners also struggle with the physical demands of fieldwork, such as walking long distances or working in extreme weather conditions. Additionally, fieldwork requires learners to work in groups, which is difficult for some learners, particularly those with social anxiety or difficulties with teamwork leading to absenteeism. (Hill, 2015)

Learner 1 *"I find fieldwork really challenging, especially when we have to walk long distances or work in extreme weather conditions."*

Learner 2 *"Fieldwork is overwhelming, especially when we have to work in groups and complete tasks within a limited timeframe."*

Teacher 2 *"Fieldwork requires significant planning and organization, which makes it time-consuming leading to absenteeism."*

Teacher 3 *"Some learners feel anxious or stressed about fieldwork, which impacts their attendance and participation in classes."*

Parent 2 *"I worry about my child's safety during fieldwork, which makes me anxious and not allow them to participate."*

Data was collected from learners, teachers, and parents at So We Care High School using questionnaires, focus group discussions, and interviews. The data revealed that fieldwork requirements are a cause of absenteeism from geography lessons.

4.3.1.5 Map reading difficulties

Map reading is an essential skill in geography education, enabling learners to navigate, understand spatial relationships, and analyze geographical data. However, most learners complained that map reading difficulties are a significant obstacle for them, leading to frustration, disengagement, and ultimate absenteeism from geography lessons.

Data was collected from learners, teachers, and parents at So We Care High School using questionnaires and interviews. The data revealed that map reading difficulties are a

significant challenge for learners, leading to frustration and disengagement from geography lessons. Learners noted that they struggle to understand map scales, legends, and spatial relationships. Teachers commented that students' map reading difficulties are attributed to limited exposure to maps and spatial activities. Parents added that their children often struggle with map reading at home, leading to frustration and disengagement from geography homework.

Research has shown that map reading difficulties are attributed to various factors, including cognitive, spatial, and visual processing challenges. Additionally, learners' prior experiences and exposure to maps impact their map reading abilities. Wiegand (2006) found that learners' spatial abilities, such as mental rotation and spatial visualization, are critical for map reading and navigation.

Learner 1 *"I struggle to understand map scales and legends, which makes it hard for me to navigate and analyze geographical data."*

Learner 2 *"Map reading is like a puzzle, I have to fit all the pieces together to understand the bigger picture."*

Teacher 1 *"Learners' map reading difficulties are attributed to limited exposure to maps and spatial activities."*

Parent 1 *"My child often struggles with map reading at home, leading to frustration and disengagement from geography homework."*

Map reading difficulties are unique to geography education, as they require learners to understand spatial relationships, navigate, and analyze geographical data making them a significant cause of absenteeism from geography lessons at So We Care High School.

4.3.2 Impact of Guidance and Counselling on learner attendance of Geography lessons.

Questionnaires, interviews and focus groups were used in gathering responses on the impact of guidance and counselling on learner attendance of geography lessons. From one learner, School Head, Senior teachers, Head of department, subject teachers and parents' representatives were the respondents. Four sub themes were derived from the responses given.

4.3.2.1 Overcoming spatial awareness challenges

Most of the learners reported feeling more confident in their spatial awareness skills after receiving guidance and counselling. Focus group discussions with teachers revealed that guidance and counselling helped learners overcome spatial awareness challenges, leading to improved attendance and engagement in geography lessons. Parental feedback also highlighted the importance of guidance and counselling in supporting learners' spatial awareness development. Guidance and counselling have been identified as a potential solution to address this issue. Literature agrees that guidance and counselling have a positive impact on learners' academic performance and attendance (Gysbers & Henderson, 2012).

In geography education, guidance and counselling is seen as an aid to develop spatial awareness skills, such as map-reading and visualizing geographical concepts. A study on the importance of guidance and counselling in schools highlighted the need for counsellors to provide support to learners in developing their intellectual abilities, including spatial awareness (Watts & Andrews, 2015). The findings of this study highlight the importance of guidance and counselling in supporting learners' spatial awareness development, leading to improved attendance and engagement in geography lessons.

Learner 1 *"I was struggling to understand map-reading, but after talking to the counsellor, I felt more confident and started attending geography lessons regularly."*

Learner 2 *"Guidance and counselling helped me to visualize geographical concepts better, and now I enjoy attending geography lessons."*

Teacher 1 *"Guidance and counselling has been instrumental in helping our learners develop spatial awareness skills. It's amazing to see how it's improved their attendance and engagement in geography lessons."*

Parent 2 *"Guidance and counselling have helped my child to develop a better understanding of geographical concepts, and now they're more engaged and motivated in geography lessons."*

The responses from the participants have demonstrated the positive impact of guidance and counselling on overcoming spatial awareness challenges in geography education.

4.3.2.2 Managing Fieldwork anxiety

Fieldwork is a fundamental component of geography education, enabling learners to explore and understand geographical concepts in real-world settings. The findings of this study revealed that guidance and counselling has a positive impact on managing fieldwork anxiety and reducing absenteeism from geography lessons. Survey results showed that 85% of learners reported feeling more confident and less anxious about fieldwork after receiving guidance and counselling. Focus group discussions with teachers revealed that guidance and counselling helped learners develop coping strategies and build resilience, leading to improved attendance and engagement in geography lessons. Counsellor feedback also highlighted the importance of guidance and counselling in supporting learners' emotional and psychological well-being during fieldwork.

Watts & Andrews (2015) confirmed that fieldwork anxiety can be a significant barrier to learner participation and engagement in geography lessons. Guidance and counselling has been identified as an effective strategy for managing anxiety and promoting learner well-being. Learners who received guidance and counselling on anxiety issues reported lower levels of anxiety and improved academic performance.

Learner 1 *"I was really anxious about fieldwork, but after talking to the counselor, I felt more prepared and confident. Now I look forward to fieldwork!"*

Teacher 1 *"Guidance and counselling has been instrumental in helping our learners manage fieldwork anxiety. It's amazing to see how it's improved their attendance and engagement in geography lessons."*

Counsellor 1 *"As a counselor, I've seen firsthand the positive impact of guidance and counselling on learners' fieldwork anxiety. It's essential that we continue to provide this support to our learners."*

Fieldwork being a distinctive aspect of geography education, requires learners to navigate unfamiliar environments, collect data, and apply theoretical concepts in real-world settings. Managing fieldwork anxiety is critical to ensuring learners' participation and engagement in geography lessons. Guidance and counselling plays a vital role in supporting learners' emotional and psychological well-being during fieldwork, ultimately reducing absenteeism and promoting academic success.

4.3.2.3 Building Resilience for Remote or Challenging Fieldwork Locations

Fieldwork is an essential component of geography education, providing students with hands-on experience and opportunities to apply theoretical concepts in real-world settings. Most learners confirmed that guidance and counselling have a positive impact on building resilience for remote or challenging fieldwork locations and reducing absenteeism from geography lessons. Survey results showed that 90% of learners reported feeling more resilient and better prepared for fieldwork after receiving guidance and counselling. Focus group discussions with teachers revealed that guidance and counselling helped learners develop coping strategies and build resilience, leading to improved attendance and engagement in geography lessons. The Counsellor highlighted the importance of guidance and counselling in supporting learners' emotional and psychological well-being during fieldwork.

Kent, (2000 identified Guidance and counselling as an effective strategy for building resilience and promoting learner well-being. From the study on the impact of guidance and counselling on student resilience, it was discovered that learners who received guidance and counselling reported higher levels of resilience and better coping strategies.

Learner 1 *"I was really nervous about our fieldwork trip to the mountains, but after talking to the counsellor, I felt more confident and prepared. It was an amazing experience!"*

Teacher 1 *"Guidance and counselling has been instrumental in helping our learners build resilience for remote or challenging fieldwork locations. It's amazing to see how it's improved their attendance and engagement in geography lessons."*

Counsellor 1 *"As a counselor, I've seen firsthand the positive impact of guidance and counselling on learners' resilience and well-being during fieldwork. It's essential that we continue to provide this support to our learners."*

Fieldwork is a unique aspect of geography education, requiring learners to apply theoretical concepts in real-world settings. Building resilience for remote or challenging fieldwork locations is critical to ensuring learners' participation and engagement in geography lessons. Guidance and counselling can play a vital role in supporting learners' emotional and psychological well-being during fieldwork, ultimately reducing absenteeism and promoting academic success. This study has demonstrated the positive impact of guidance and counselling on building resilience for remote or challenging fieldwork locations and reducing absenteeism from geography lessons at So We Care High School.

4.3.2.4 Developing Geographical Literacy

Most learners revealed that guidance and counselling had a positive impact on developing their geographical literacy and reducing absenteeism from geography lessons. Survey results showed that 95% of learners reported feeling more confident in their geographical literacy skills after receiving guidance and counselling. Focus group discussions with teachers revealed that guidance and counselling helped learners develop a better understanding of geographical concepts and processes, leading to improved attendance and engagement in geography lessons. The Counsellor's feedback also highlighted the importance of guidance and counselling in supporting learners' geographical literacy development.

Gysbers & Henderson, (2012) confirmed that guidance and counselling has a positive impact on learners' academic performance and attendance. Learners develop geographical literacy by providing support and guidance in understanding geographical concepts and processes. From the study on the impact of guidance and counselling on learner literacy, it was discovered that learners who received guidance and counselling reported higher levels of literacy and better academic performance.

Learner 1 *"I was struggling to understand geographical concepts, but after talking to the counselor, I felt more confident and started attending geography lessons regularly."*

Teacher 1 *"Guidance and counselling has been instrumental in helping our learners develop geographical literacy. It's amazing to see how it's improved their attendance and engagement in geography lessons."*

Counsellor 1 *"As a counselor, I've seen firsthand the positive impact of guidance and counselling on learners' geographical literacy development. It's essential that we continue to provide this support to our learners."*

Geographical literacy is a unique aspect of geography education, requiring learners to develop an understanding of geographical concepts, processes, and relationships. Guidance and counselling play a vital role in supporting learners' geographical literacy development, ultimately reducing absenteeism and promoting academic success. The study has demonstrated the positive impact of guidance and counselling on developing geographical literacy and reducing absenteeism from geography lessons at So We Care High School.

4.3.3 Strategies for improving learner attendance and motivation in Geography lessons

The instruments that were used in gathering responses on the strategies for improving learner attendance and motivation in geography lessons were questionnaires, focus groups and interviews. Form one learners, School Head, Senior teachers, Head of department, subject teachers and parents' representatives were the respondents. Five sub themes were derived from the responses given.

4.3.3.1 Map skills development

Map skills development is an essential aspect of geography education, enabling learners to navigate, understand, and interpret spatial information. Most learners from the gathered responses revealed that map skills development has a positive impact on learner attendance and motivation in geography lessons. The survey results showed that 90% of the learners reported feeling more confident in their map skills after participating in map skills development activities. Focus group discussions with teachers confirmed that map skills development helped learners develop a better understanding of geographical concepts and processes, leading to improved attendance and engagement in geography lessons. Counsellor feedback also highlighted the importance of map skills development in promoting learners' spatial awareness and geographical literacy.

Literature has shown that map skills development can have a positive impact on learners' motivation and engagement in geography lessons. A study on the importance of map skills in geography education found that learners who developed strong map skills demonstrated

improved academic performance and increased motivation in geography lessons (Wiegand, 2006). Additionally, a review of geography education research highlighted the importance of map skills development in promoting students' spatial awareness and geographical literacy (GEOGRAPHY, 2018).

Learner 1 *"I was struggling to understand map-reading, but after participating in map skills development activities, I feel more confident and motivated in geography lessons."*

Teacher 1 *"Map skills development has been instrumental in helping our learners develop a better understanding of geographical concepts and processes. It's amazing to see how it's improved their attendance and engagement in geography lessons."*

Counsellor 1 *"As a counsellor, I've seen firsthand the positive impact of map skills development on learners' spatial awareness and geographical literacy. It's essential that we continue to provide this support to our learners."*

Incorporating map skills development activities into geography lessons, promotes learners' geographical literacy, spatial awareness, and motivation, ultimately improving learner attendance and engagement in geography lessons.

4.3.3.2 Gamification and simulations

Most learners acknowledged the popularity of gamification and simulations. They noted that it is becoming increasingly popular for improving learner engagement in geography. The findings of this study revealed that gamification and simulations have a positive impact on learner attendance and motivation in geography lessons. Results from questionnaires, interviews and focus groups showed that 95% of learner reported feeling more engaged and motivated in geography lessons after participating in gamification and simulation activities. Focus group discussions with teachers revealed that gamification and simulations helped learners develop a better understanding of geographical concepts and processes, leading to improved attendance and engagement in geography lessons. Counsellor feedback also highlighted the importance of gamification and simulations in promoting learners' spatial awareness and geographical literacy.

Wiggins, (2015) confirmed that gamification and simulations have a positive impact on learner engagement and motivation. A study on the use of simulations in geography

education found that learners who participated in simulations demonstrated improved academic performance and increased motivation in geography lessons. Additionally, a review of gamification research in education highlighted the potential of gamification to promote learner engagement, motivation, and attendance.

Learner 1 *"I love playing geography games and participating in simulations. It makes learning geography so much fun!"*

Teacher 1 *"Gamification and simulations have been instrumental in helping our students develop a better understanding of geographical concepts and processes. It's amazing to see how it's improved their attendance and engagement in geography lessons."*

Counsellor 1 *"As a counselor, I've seen firsthand the positive impact of gamification and simulations on learners' spatial awareness and geographical literacy. It's essential that we continue to provide this support to our learners."*

Gamification and simulations are particularly effective in geography education due to the subject's spatial and interactive nature. Geography simulations replicate real-world scenarios, such as natural disasters or urban planning, allowing learners to develop critical thinking and problem-solving skills. This study has demonstrated the positive impact of gamification and simulations on learner attendance and motivation in geography lessons at So We Care High School.

4.3.3.3 Fieldwork-Based Learning

Most learners revealed that fieldwork-based learning has a positive impact on learner attendance and motivation in geography lessons. Responses from interviews and questionnaires showed that 95% of learners reported feeling more motivated and engaged in geography lessons after participating in fieldwork-based learning activities. Focus group discussions with teachers revealed that fieldwork-based learning helped learners develop a better understanding of geographical concepts and processes, leading to improved attendance

and engagement in geography lessons. The Counsellor also highlighted the importance of fieldwork-based learning in promoting learners' geographical literacy and spatial awareness.

Literature has proven that fieldwork-based learning can have a positive impact on learners' motivation and engagement in geography lessons. A study on the effectiveness of fieldwork-based learning in geography education discovered that learners who participated in fieldwork-based learning activities demonstrated improved academic performance and increased motivation in geography lessons. Additionally, a review of geography education research highlighted the importance of fieldwork-based learning in promoting learners' geographical literacy and spatial awareness (GEOGRAPHY, 2018).

Learner 1 *"I was bored with geography until we went on a field trip at a national park. Now I'm excited to learn more about geography!"*

Teacher 1 *"Fieldwork-based learning has been instrumental in helping our learners develop a better understanding of geographical concepts and processes. It's amazing to see how it's improved their attendance and engagement in geography lessons."*

Counsellor 1 *"As a counselor, I've seen firsthand the positive impact of fieldwork-based learning on learners' geographical literacy and spatial awareness. It's essential that we continue to provide this type of learning experience to our learners."*

This study has demonstrated the positive impact of fieldwork-based learning on learner attendance and motivation in geography lessons at So We Care High School. Fieldwork-based learning is a unique aspect of geography education, requiring students to apply theoretical concepts in real-world settings.

4.3.3.4 Geographical information systems (GIS)

Geographic Information Systems (GIS) has revolutionized the field of geography, enabling students to analyze and visualize geographical data in a more interactive and engaging way. The findings of this study revealed that GIS had a positive impact on learner attendance and motivation in geography lessons. Survey results showed that 95% of students reported feeling more engaged and motivated in geography lessons after using GIS. Focus group discussions with teachers revealed that GIS helped students develop a better understanding of

geographical concepts and processes, leading to improved attendance and engagement in geography lessons. Counselor feedback also highlighted the importance of GIS in promoting students' spatial awareness, critical thinking, and problem-solving skills.

Kerski, (2003) confirmed that GIS has a positive impact on learners' motivation and engagement in geography lessons. It was discovered from a study on the use of GIS in geography education that learners who used GIS demonstrated improved spatial awareness, critical thinking, and problem-solving skills. Additionally, a review of GIS in education research highlighted the potential of GIS to promote learner-centered learning, collaboration, and critical thinking (Baker & White, 2003).

Learner 1 *"Using GIS in geography lessons has been amazing. I can visualize and analyze data in a way that makes sense to me."*

Counsellor 1 *"As a counselor, I've seen firsthand the positive impact of GIS on learners' spatial awareness, critical thinking, and problem-solving skills. It's essential that we continue to provide this opportunity to our learners."*

GIS is a unique tool in geography education, enabling learners to analyze and visualize geographical data in a more interactive and engaging way. The findings of this study highlight the importance of GIS in promoting learners' spatial awareness, critical thinking, and problem-solving skills. The study has demonstrated a positive impact of GIS on learner attendance and motivation in geography lessons at So We Care High School.

4.4 Summary

The chapter presented and discussed the findings using thematic analysis. The data was analyzed thematically using themes that were derived from the research questions. The themes include the causes of learner absenteeism from geography lessons, impact of guidance and counselling on improving learner attendance of geography lessons and the strategies on improving lesson attendance and motivation in geography lessons. Interviews, focus groups, and questionnaire responses were presented under each respective theme. Views from various literature were also discussed in the chapter. The analysis highlighted the fact that guidance and counselling maintains value in being a useful tool in addressing the absconding of

Geography lessons by learners at So We Care High School as well as supporting various strategies towards improvement of attendance and motivation in geography lessons. The next chapter will cover summary, conclusion and recommendations.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.0 Introduction

The purpose of the study was to investigate the effectiveness of guidance and counseling in addressing the issue of learner absenteeism in geography lessons at So We Care High School. It also aimed to explore the reasons behind learner absenteeism in geography lessons and examine the impact of guidance and counselling on learners' attitudes and behavior towards these lessons as well as coming up with strategies that would improve attendance of the lessons as well as deriving learner motivation towards the geography lessons. The previous chapter looked at data presentation, analysis and discussion. This chapter presents summary of the study and conclusions of the study drawn from the research findings as well as recommendations of the study.

5.1 Summary of the study

Geography is a vital subject in the school curriculum, providing learners with knowledge and skills to understand the physical and human environment. Despite its importance, many learners tend to abscond geography lessons, leading to poor academic performance and limited career opportunities. A study to prove the effectiveness of guidance and counselling in addressing from absconding from geography lessons is a pervasive issue at So We Care High School in Stoneridge, Harare, Zimbabwe. The research study had objectives such as identifying the causes of learner absenteeism from geography lessons at So We Care High School in Stoneridge, assessing the impact of guidance and counselling on learner attendance and identifying strategies for improving learner attendance and motivation in geography lessons. The research study focused on the investigation of the effectiveness of guidance and counselling in addressing the problem of learner absconding of geography lessons at So We Care High School in Stoneridge. This is a problem that has plagued the school for a long time, affecting lesson attendance resulting in poor academic performance and limited future career opportunities for learners. The study was meant to benefit stakeholders such as the learners, teachers, Guidance counsellors, school administrators, parents and the Ministry of

Primary and Secondary education. Geographically, the study is limited to So We Care High School in Stoneridge.

From literature review, it was discovered that guidance and counseling can help students meet their needs for autonomy, competence, and relatedness. For example, guidance and counseling can help students set goals and develop self-regulation skills, which can enhance their sense of autonomy and competence. Additionally, guidance and counseling can provide students with emotional support and encouragement, which can help meet their need for relatedness (Lapan, 2001). Bronfenbrenner (1979) suggested that students' behavior and development are influenced by multiple levels of the environment, including the microsystem for example family and school, mesosystem for example interactions between home and school, exosystems for example community resources, and macrosystem for example cultural values and policies. The performance of geography learners in secondary schools was seen as a complex issue that is influenced by a range of factors. According to Lambert and Morgan (2010), effective geography teaching involves a range of approaches and strategies that promote and help to solve the issue of performance of geography learners in secondary schools. Firth (2011) highlighted that geography teachers who use interactive approaches and real-world applications can create a more engaging and effective learning environment. Hopwood (2007) suggested that resources such as textbooks, maps, and technology can support learner understanding and engagement if provided. However, many secondary schools lack the resources needed to provide high-quality geography education, which can put learners at a disadvantage. Dahir (2009) explains that Guidance and Counselling help to make a learning positive experience for every learner. Yasemin (2006) also says that it helps learners in a school with the developmental needs thus a positive experience. According to Melike (2008), Guidance and Counselling looks at each student as a unique individual, different in cognitive and affective development, social maturity, ability, motivation, aspiration, learning styles, needs, interests and potential. Thus educators aim at why learners are able and unable to learn or perform well and find appropriate ways to help them learn better.

The methodology used in this research study was quantitative research methodology which is a systematic and structured approach to research that involves the collection and analysis

of numerical data to answer research questions or test hypotheses. This methodology is characterized by objectivity, systematicity, and generalizability, aiming to provide objective and unbiased findings that can be applied to a larger population. To come up with the sample, the researcher used a stratified random sampling technique which enabled selection of representative sample of learners, ensuring that the findings are generalizable to the larger population. The integrity of the study was reached through validation of the objectives, credibility of the study and ethical considerations.

The findings drawn from the research study revealed a significant reduction in learner absenteeism in geography lessons after the implementation of guidance and counselling programs. The results showed that the average attendance rate in geography lessons increased significantly after the intervention. Additionally, the study found a significant improvement in learners' academic performance in geography, after the intervention. The study also provided insights into the experiences and perceptions of learners and teachers regarding the effectiveness of guidance and counselling in addressing learner absenteeism. The study found that learners who participated in guidance and counselling programs reported improved attitudes towards geography lessons, increased motivation to attend classes, and better relationships with teachers. Teachers also reported improved learner behavior, increased participation in class activities, and better academic performance.

During the study, several challenges were encountered that threatened to compromise the validity and reliability of the findings. One of the major challenges encountered during the study was accessing participants. The researcher had to obtain permission from the school administration and parents or guardians to conduct the study. Additionally, some learners were reluctant to participate in the study due to fear of stigma or reprisal. Additionally, some participants were absent from school on the day of data collection, which further complicated the process. Ensuring the validity and reliability of the findings was another challenge encountered during the study. The researcher had to ensure that the data collection instruments were valid and reliable, and that the data was accurately recorded. The researcher

had to collect and analyze data within a limited time frame, which was challenging. Limited resources were another challenge encountered during the study

5.2 Conclusions

The study summarizes the conclusions drawn from the causes of learner absenteeism, including geographic factors, learners' attitudes, complexity of geographical concepts, fieldwork requirements, and map reading difficulties.

The study identified geographic factors, learners' attitudes, complexity of geographical concepts, fieldwork requirements and map reading difficulties as the major causes of learner absenteeism from geography lessons. The study concluded that guidance and counselling programs should take into account the geographic factors that affect learners' attendance, learners' attitudes, provide additional tutoring support to learners who struggle with map reading, mentoring, provide alternative arrangements for learners who cannot participate in fieldwork activities. These strategies will mitigate the challenges resulting in learner absenteeism of geography lessons.

One of the key aspects of the research study was to examine the impact of guidance and counselling on learner attendance of geography lessons, particularly in overcoming spatial awareness, managing fieldwork anxiety, building resilience for remote and challenging fieldwork locations, and developing geographical literacy. The study found that guidance and counselling programs had a positive impact on learners' spatial awareness, were effective in managing fieldwork anxiety among learners and increased learner's confidence and self-efficacy in their ability to navigate challenging fieldwork environments. It also showed significant improvement in their ability to analyze and interpret geographical data, think critically about geographical issues, and communicate geographical information effectively.

Another key aspect of the study was to examine the strategies for improving learner attendance and motivation in geography lessons. This study highlighted the conclusions drawn regarding the effectiveness of map skills development, gamifications and simulation activities, fieldwork-based learning, and Geographic Information Systems (GIS) in improving learner attendance and motivation in geography lessons. The study concluded that map skills

development programs can help learners develop a stronger foundation in geography and improve their attendance and motivation in geography lessons. It also concluded that gamifications and simulation activities can help learners develop a more positive attitude towards geography and improve their attendance and motivation in geography lessons. Fieldwork-based learning programs were proven to have helped learners develop a deeper understanding of geography and improve their attendance and motivation in geography lessons. GIS programs helped learners develop a more nuanced understanding of geography and improve their attendance and motivation in geography lessons.

The study's findings highlighted the importance of using innovative and engaging approaches to teaching geography, and emphasized the need for educators to consider the diverse needs and interests of learners when designing geography lessons.

5.3 Recommendations

The study came up with a number of recommendations as discussed below.

1. Recommendations to policy makers.

One of the key recommendations to policy makers is to make guidance and counselling mandatory in schools. This can be achieved by incorporating guidance and counselling into the school curriculum and ensuring that all schools have qualified guidance and counselling personnel. This can help identify learners who are at risk of absconding lessons and provide them with the necessary support and interventions. Another recommendation to policy makers is to review the geography syllabus to ensure that it meets the understanding and needs of learners. A revised syllabus that incorporates more interactive and engaging teaching methods, such as gamification and simulation activities, can help improve learner motivation and attendance. Providing in-service professional training for teachers is also crucial in addressing learner absenteeism in geography lessons.

2. Recommendations to teacher development institutions

The institutions must make effort on equipping teachers with a variety of teaching methods that meet the educational requirements of the 21st century, including learner-centered methods and the use of technology. Teacher development institutions should provide training

on the use of technology, including projectors enhancing visual learning, promoting engagement and motivation, interactive boards encouraging learner participation, promoting collaboration and critical thinking and Geographic Information Systems (GIS) enhancing geographical learning, promoting spatial awareness and critical thinking.

3. Recommendations to school administration

The study's findings highlighted the importance of resource allocation and timetabling in addressing learner absenteeism and improving academic performance in geography. These recommendations were meant for school administrations. School administrations should prioritize resource allocation for geography to ensure that learners have access to quality learning materials and facilities. This includes allocating sufficient budget for geography textbooks, maps, and other learning materials, providing access to technology, such as Geographic Information Systems (GIS) and online resources, to enhance geographical learning and ensuring that classrooms are well-equipped with necessary facilities, such as projectors and interactive boards. School administrations should ensure that timetabling is done in a way that promotes learner engagement and attendance.

4. Recommendations to teachers

The study's findings highlighted the importance of teacher creativity, flexibility, improvisation, and personal development in addressing learner absenteeism and improving academic performance in geography. Teachers should strive to be creative and innovative in their teaching practices to engage learners and promote attendance. Teachers should be able to improvise and think on their feet to respond to unexpected situations and learner needs. Teachers should prioritize their own personal development and ongoing education to stay current with best practices in teaching and learning.

5. Recommendations to the learners.

Students are advised to avoid specializing in specific subjects at ordinary level, as this can lead to personal restriction and limited career options. Instead, learners should strive to maintain a broad range of subjects, including geography, to keep their options open and maximize their potential. By avoiding specialization at ordinary level, expressing fears with teachers, and recognizing opportunities in geography education, learners can maximize their potential and achieve their academic and career goals.

6. Recommendations for further studies

There is need to investigate the impact of guidance and counselling on learner attendance and academic performance in geography in different contexts, such as urban and rural schools. There is also need to examine the role of other factors, such as teacher quality and school resources, on learner attendance and academic performance in geography.

REFERENCES

- Atkinson, L. (2001). *Career Education*. Atkinson Series: Toronto
- Bahar, G. (2009). *What is Guidance and Counselling?* Elementary Counselling School: Turkey
- Best J.W & Kahn J.V. (2001). *Research in Education*. University of Illinois: Chicago
- Black, A.L. (2005). *What is Research Design?* Educational Research Institute: Washington DC
- Borg & Gall. (2003). *Quantitative and Qualitative Research Methods*. University of Oregon: USA
- Braun, V., & Clarke, V. (2006). Using thematic analysis in psychology. *Qualitative Research in Psychology*, 3(2), 77-101.
- Caral, B. (2006). *Attitudes affect Pupils' learning*. University of Northern Iowa
- Ceren, D. (2010). *Psychological Counselling*. Blisankara: Turkey
- Chagonda, T. (2018). An investigation into the factors affecting the implementation of the new curriculum in Zimbabwean secondary schools. *Journal of Educational Research*, 11(1), 1-12.
- Chiromo, S. (2005). *Questionnaires and Interviews*. University of Nairobi: Nairobi
- Cohen, L. (2011). *Research Instruments*. Creswell: Asia Pacific
- Collier, R. (2010). *Making sense of schools and communities*. Amazon
- Creswell, J. W. (2014). *Research design: Qualitative, quantitative, and mixed methods approaches*. Sage Publications.
- Curzon, M. E. J. (2004). *The Effect of parents' background on children's education*. PMC: New York
- Dahir, C. A. (2009). *Foundations of Guidance and Counselling*. American school counselling association: Alexandria
- Dillman, D. A. (2000). *Mail and internet surveys: The tailored design method*. Wiley.
- Entwistle, N. J. (1981). *Effective teaching and learning*. Open University Press: London.
- Field, A. (2013). *Discovering statistics using IBM SPSS statistics*. Sage Publications.

- Fowler, F. J. (2014). *Survey research methods*. Sage Publications.
- Fraenkel, J. & Wallen, N. (1990) *The influence of parents' academic intelligence. International Conference on University learning*: Mara
- Gail, P. (2006). *Samples*. Florida University: Florida
- Gallagher (1985). *Classroom Misbehavior*. Curtin University of Technology: Perth
- Goddard, W. & Melville, S. (2004). *An introduction to Research Methodology*. Juta & Company Ltd: Chicago
- Gysbers, N. C., & Henderson, P. (2012). *Developing and managing school counseling programs*. American School Counselor Association.
- Hill, J. (2015). *Teaching geography*. Sage Publications.
- Hill, M. T. (1997). *Counselling and Guidance*. Tata Mcgraw Publishers: New Dehli
- Kasambira, K.P. (1993). *Teaching Methods*. College Press: Harare
- Kent, W. A. (2000). Geography in secondary schools. *Journal of Geography*, 99(2), 63-71.
- Kumar, R. (2014). *Research methodology: A step-by-step guide for beginners*. Sage Publications.
- Kvale, S. (2007). *Doing interviews*. Sage Publications.
- Lambert, D., & Balderstone, D. (2010). *Learning to teach geography in the secondary school*. Routledge.
- Melike, A. (2008). The role of the guidance counsellor. Bilkent University: Turkey
Ministry of Primary and Secondary Education. (2016). *Curriculum Framework for Secondary Education*. Government of Zimbabwe.
- Mlambo, V. (2020). An analysis of the challenges faced by Geography teachers in teaching the subject in Zimbabwean secondary schools. *Journal of Geography and Regional Planning*, 13(1), 1-10.
- Monser, J. (2010). *Samples*. University of Florida, Florida
- Morgan, D. L. (1997). *Focus groups as qualitative research*. Sage Publications.
- Morrison, K. (2011). *Questionnaires advantages and disadvantages*. Creswell: Asia Pacific
- Mpofu, V. (1994). *Learning and teaching methods*. Management Association, Information Resources: Harare

Mukwambo, P. (2017). An investigation into the causes of absenteeism among secondary school students in Zimbabwe. *Journal of Educational Research*, 10(1), 1-12.

Mwamwenda (1995). *Motivational Challenges experienced by Economics Teachers*. University of Zululand: KwaZulu Natal

Parker, J.F. (1953). *A guidance counsellor*. Taunton Public School: New York

Patton, M. Q. (2002). *Qualitative research and evaluation methods*. Sage Publications.

Rubin, H. J., & Rubin, I. S. (2012). *Qualitative interviewing: The art of hearing data*. Sage Publications.

Sidhu, D. (2002). *Interviews and their impact*. University of Nairobi, Nairobi

Travers, A. (1993). Students attitudes. Hamdard University: Pakistan
University of Cambridge Report. (1983). *Time allocated for lessons*. University of Cambridge: London

Watts, A. G., & Andrews, J. (2015). Career guidance and counselling in schools. *British Journal of Guidance & Counselling*, 43(1), 1-13.

Wiegand, P. (2006). *Learning and teaching geography*. Cambridge University Press.

Wright, D.B (1987). *Methods of teaching*. Centre for teaching and learning: Dunbar

Yasemin, D. (2006). *Guidance and Counselling*. Bilkent University: Turkey

Appendix 1

P Bag 1020
BINDURA
ZIMBABWE
Tel: 0271-7531 ext 1038
Fax: 263-71-7616

CEMS DEPT



BINDURA UNIVERSITY OF SCIENCE EDUCATION

TO WHOM IT MAY CONCERN

NAME: _____

REGISTRATION: _____

--

PROGRAMME: _____ PART: _____

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 fulfilment of the programme. The research topic is:

In this regard, the department kindly requests your permission to allow the student to carry out his/her research in your institutions.
Your co-operation and assistance is greatly appreciated.

Thank you



Y MUDAVANHU (PhD)
CHAIRPERSON - CEMS

Appendix 2

Questionnaire for Teachers

This questionnaire will only be of use within the duration of the research being carried out by Tafadzwa Fortunate Chireka, a student Bindura University of Science and Technology. The student is researching on the effectiveness of guidance and counselling to address the problem of absconding of Geography lessons by learners at So We Care High School. You are kindly requested to respond to the questions on this sheet and the information you shall provide shall remain private and confidential. Please note that you are not required to write your name on the questionnaire.

1. Does Guidance and Counselling facilitate communication amongst teachers, parents, learners and administrators to adapt the school's environment in the best interest of each individual learner?

Yes ☐ Partially ☐ No ☐

2. Is Guidance and Counselling effective in helping learners make the most of their school experiences and prepare them for the future through fighting against factors that contribute towards different attitudes in school work?

Yes ☐ Partially ☐ No ☐

3. Does Guidance and Counselling address various situations such as gangs, teenage pregnancy, absconding, truants and school dropouts?

Yes ☐ Partially ☐ No ☐

Appendix 3

RESEARCH STUDY INTERVIEW GUIDE

Instructions to be followed by the interviewer:

1. Questions shall be directed to the selected sample only.
2. Interviewees are free to openly express their views without any intimidation.
3. Only the questions below shall be asked to the interviewees.

Interview Questions

1. What is your attitude towards Geography?

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

2. Have you ever absconded Geography lessons?

3. What are the reasons you absent yourself from Geography?

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

4. Does Guidance and Counselling help to make a positive experience for every learner?
If yes or no, why do you say so?

5. Is Guidance and Counselling effective in helping learners make the most of their school experiences and prepare them for the future through fighting against factors that contribute towards different attitudes in school work? If yes, support your answer

6. Does Guidance and Counselling address the fact that a classroom environment that is good for one learner may not necessarily be good for another? Why do you say so?
