MIDLANDS STATE UNIVERSITY

FACULTY OF EDUCATION

DEPARTMENT OF APPLIED EDUCATION

CHALLENGES FACED IN THE USE OF FIELDTRIPS IN THE TEACHING AND LEARNING OF HISTORY ATORDINARY LEVEL IN GWANDA SOUTH DISTRICT.

BY

NGAKHILE MOYO

R143049M

A DISSERTATION SUBMITTED BY MOYO NGAKHILE IN PARTIAL FULFILMENT OF THE REQUIREMENTS FOR THE BACHELOR OF EDUCATION HONOURS DEGREE IN HISTORY IN THE DEPARTMENT OF APPLIED EDUCATION ATB MIDLANDS STATE   UNIVERSITY

GWERU, ZIMBABWE

NOVEMBER 2017

MIDLANDS STATE UNIVERSITY

FACULTY OF EDUCATION

DEPARTMENT OF APPLIED EDUCATION

RELEASE FORM

NAME OF AUTHOR   MOYO NGAKHILE

TITLE OF DISSERTATION   CHALLENGES FACED IN THE USE OF FIELD
                                  TRIPS IN THE TEACHING AND LEARNING OF
                                  HISTORY AT ORDINARY LEVEL IN GWANDA
                                  SOUTH DISTRICR.

DEGREE PROGRAMME   BACHELOR OF EDUCATION HONOURS DEGREE
                                  IN HISTORY.

YEAR OF AWARD   2017

SIGNED:…………………………….   DATE:……………………………

MIDLANDS STATE UNIVERSITY

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APPROVAL FORM

This serves to confirm that the undersigned has read and recommended to the Midlands State University for acceptance **a** dissertation titled**: Challenges faced in the use of field trips in the teaching and learning of History at ordinary level in Gwanda South District.**

Submitted by Moyo Ngakhile in partial fulfilment of the requirements for the Bachelor of Education Honours Degree in History.

SUPERVISOR:…………………………DATE………/………/20……
        (Signature)

COORDINATOR:………………………DATE………/………/20…..
        (Signature)

CHAIRPERSON:………………………..DATE………/………/20…..
        (signature)

DECLARATION

I, Moyo Ngakhile, declare that the project is an original work and confirm that it has not been submitted to this or any other university or institution in support of an application for any other qualification.

Student…………………………………............   Date……………………………………

Supervisor…………………………………   Date…………………………………..

DEDICATION

To my loving and caring parents, George Moyo and Silako Moyo, kids- Colleen and Charles Mpofu, brothers- Mazwamahle and Uvusile Moyo, sisters Aboutloeloe and Sikhumbuzo, my late grandmom- Tuso Noko, my uncle Lulang Masuku and my cousin brother Mengezi Ndlovu.You strike the balance and you are my pillar without your support I was not able to attain this level. My kids failed to have motherly love in sacrifice of the study.

ACKNOWLEDGEMENTS

I would like to acknowledge the assistance, support and guidance from numerous individuals during the course of the study.

First and foremost, I would like to thank God Almighty for the guidance, strength and protection he had given to me through times of difficulties during my study period at the Midlands State University.

My sincere gratitude goes to my supervisor, Mr E Munanga for tirelessly guiding, supporting and inspiring me in shaping this research project. He had been very kind and patient while suggesting the outcomes of this project and correcting my doubts. I would also like to acknowledge the anonymous school heads, teachers and pupils in Gwanda South District for their cooperation during the study. I am also obliged to the Midlands State University staff members in the Faculty of Education, for without their support, this study would not have been a success. Special thanks go to my friends Grace Chinomona, Bonang Mutlokwa, Lorraine Mloyi, Yeukai Matsungo and Lovemore Magumise for their continued support in all circles of the University academic life. Sincere appreciation is also extended to my caring parents, George Moyo, Silako Moyo and their Maregere family for their tireless emotional, physical and financial support during the course of the study.

Finally I would like to thank my siblings Colleen and Charles Mpofu for enduring the pain of separating from a loved one for such long.

To all, be abundantly blessed by the Almighty God.

ACCEPTANCE

This dissertation: **The challenges faced in the use of field trips in the teaching and learning of History at ordinary level in Gwanda South district rural secondary schools** prepared under the direction of the candidate's supervisor, is accepted by the department in partial fulfillment of the requirement for the Honors degree in the Faculty of Education of Midlands State University. The dissertation supervisor and the student department chairperson as representatives of the faculty, certify that this dissertation has met all the standard of scholarship as determined by the faculty of education.

ABSTRACT

There are several methods of teaching that can be used in the teaching and learning of History at Ordinary Level. Field work activities in History present students with a chance to interact with the physical and human environment and try to draw relationships between the two. An understanding of these interaction creates an awareness of how human being should interact and draw future conclusions. Fieldwork presents the chance to interact and understand the relationships and processes that shape the world physically, socially economically and politically. Despite its valuable role in the History teaching, the method has not been used in most schools. The study, therefore, sought to establish challenges faced in the use of fieldtrips in the teaching and learning of the History. Due to the nature of the research, a qualitative approach was adopted employing the descriptive survey research design. Sixteen secondary schools in Gwanda South District made up the population and 3 of these schools made the sample. Random sampling was done in the selection of schools. Data were collected through distribution of the questionnaire, personal interviews and document analysis. The gathered data were presented in tables, pie charts, and bar graphs. Thematic and comparative analysis followed the presentation of data. Noted challenges included time, finance, teachers' incompetence, nature of syllabus and many others. The researcher recommends that parents need to be educated on the importance of field trips in teaching and learning of History so that they will become supportive. Students should be punished for misbehaving during the field trip so that field trips may succeed and play an important role in as far as teaching and learning of History is concerned. Teachers should also be competent enough to use fieldtrips in the teaching and learning and the school administrators should give enough support.

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CHAPTER1

THE RESEARCH PROBLEM

1.0 Introduction

This chapter provides an overview of the research giving a detailed background to the study. The statement of the problem, significance of the study and the problems encountered that triggered the researcher to carry out this study are spelt out. The chapter goes on to outline the research questions. Delimitations of the study are highlighted and limitations of the study are also discussed. The definition of terms are likewise given in this chapter and the chapter summary rapped up the discussion.

1.1 Background to the study

Gwanda South district is located in the Southern part of Zimbabwe in Matabeleland South Province. The place is distanced from the growth point which is the major centre of economic activities in the district therefore schools should organize educational fieldtrips in order to effectively teach history concepts. The district is not privileged with other historical sites like Great Zimbabwe, Khame Ruins, Matopo hills among others. Thus pupils should be given a chance to have concrete evidence in order to understand some of the concepts in History. During work related learning, the researcher discovered that the lecture method was often used in schools as a way of completing the syllabus on time rather than for understanding of concepts being taught. This is a clear indication that lecture method was used at the expense of other methodologies that promote interactive teaching and learning.

Contemporary views on teaching and learning advocate for interactive methods where learners' interaction can be mainly between learners and knowledge. The fieldtrips are inevitable in the

teaching and learning of history given that modern views of learning are promoted. Woolfolk (1998) propounds that the constructivist theory says people construct knowledge through social interaction which can be promoted through fieldtrips. The concerns of the research is that the ordinary level syllabus recommends the use of fieldtrips as a major methodology that has to be used for effective learning of the concepts. However, teachers tends to be uninformed due to the fact that the organization of the trips needs a lot of time yet they are competing to finish national syllabus.

Yuen, (2012) puts forward that the infrequent use of fieldtrips by teachers is a result of their perception that fieldwork involves travelling to distant places. Teachers can organize a visit to the nearby village and let pupils engage with old people where they can get first-hand information for example the Ndebele ,Shona uprising ,first Chimurenga war and so on. A wise guess can be that learners will gain interest because these old people make use of gestures and even feelings. Fisher and Binns, (2000) notes that if fieldtrips are not well organized they become a tour rather than educational. These writers further say that most expenditures turn out to be tourist visits if teachers are not competitive enough.

Teaching methods have been seen as the main area of concern as far as the teaching and learning of History is concerned as it forms the basis of one's life and it teaches learners on how we evolve and where we are heading. Shaffer and Resmick (1991) asserts that history is the memory of human experience. He further argues that if human experience is ignored we could cease to realize our responsibility. Bhatia (2000) says, without history of our past we could not be able to know who we are, where we came from and how we came to be what we are today. With practical teaching methods the learning environment tend to be very conducive since they enable all leaners at different cognitive levels to grasp concepts. Nespor (2000) postulates that good

learning environment will make life easier for both the learner and the teacher in the sense that delivering and grasping of concepts will be flowing.

In the modern day institutions, we find that a number of teaching methods are being used, for example, lecture method, whole class discussions, presentations, group discussions, pair work, question and answer, and these methods are not learner centred. The teaching methods encourage learner's participation and enhance the learning system and make the subject interesting. Blyth (1988) says we are not better if we do not have knowledge of our own country and other peoples, since past makes us to look at the future with confidence. Blyth (1988) continues saying, learners need the past and the teachers need to show learners with different disabilities how the past can be used to build upon the future. Thus educational field trips are significant in the teaching and learning of History subject. However, sometimes we find that the use of these teaching methods during the teaching and learning process may not be successful due to other reasons. Some of the reasons may involve lack of resources, for instance, some schools may suffer financial crises such that they may not be able to buy the resources needed to facilitate learning and they may not be available for the day to day instructional media. For the learning system does not only involve the mentioned methodologies, it also includes practical models. Practical models lead to permanent learning hence making History easy to interpret. History focuses on developing pupils understanding of their past to the present. Bhatia (2000) postulates that educational tours are useful for they help learners to have first-hand information. This is also supported by Shaffer and Resmick (1991) who says that, educational field trips provide meaningful personal learning that relates to the real world. In this case, learners are given opportunities to think in the models of a particular discipline. Also History teaches important events, developments, individuals, and give them analytic minds to correct the past. The collaborative learning atmosphere that results

from the unique relationship developed outside the classroom to the deep learning result to a scenario were by students view things in a different way and they want to put into practise in the real world.

In Zimbabwe, history has been made one of the major core subject to be studied at ordinary level since 2002. According to Gunn (2005) international African History must be studied as a subject at different academic levels that is, from primary school up to tertiary level. According to the secretary of Education, Sports, Art and Culture. Curricular Number 3 of 2002, History has been made one of the core-subjects, hence it is compulsory for all learners to study history at ordinary level. Thus, if students do not have a clear picture of historical sites this will mislead them in the sense that they will have problems in identifying their traditional practices, values and norms in life. History helps in acquiring and shaping the students future, hence its importance has been a concern for many scholars world-wide. Giro (1990) stated in Nyamwende et al (2013) argues that students should be given the chance to participate in the classroom, describing what they see, presenting reports and this can be accomplished through visiting historical sites.

However, in this research, the investigator mainly observed field trips as the main area of concern. During her teaching practice, the researcher noticed that field trips are one of the critical teaching methods that can be used in the teaching and learning process. As such, the research sought to investigate the challenges faced in the use of fieldtrips in the teaching and learning of history at ordinary level.

1.2 Statement of the problem

In Gwanda South district, teachers rarely use field trips in the teaching and learning of history subject. The teachers are not competent enough to fully make use of field tours in their day to day teaching and learning yet learners might gain concrete evidence, construct their own knowledge through social interaction, gain first-hand information among other advantages. The schools in rural areas do not have enough funds to implement fieldtrips in the teaching and learning of the subject. Most of African countries' difficulties are driven from their history, either proximately or ultimately, hence the subject is pivotal. It is problematic for the schools to be ignorant in issues concerning fieldtrips. All these were experiences noted by the researcher during teaching practice which really compelled and prompted the study to be carried out. Therefore, the problem identified is that they are challenges in the use of field trips in the teaching and learning of history hence the statement of the problem.

1.3 Research questions

1.3.1 Main research question

What are the challenges that are associated with the use of field trips as a teaching method that are affecting teaching and learning of History at ordinary level?

1.3.2 Sub research questions

➢ What are the strategies that can be put across to counter the challenges?

➢ What historical sites can be used in the teaching and learning of History?

➢ What are the benefits of using field trips to both learners and teachers?

➢ How can the use of educational trips in the teaching of History be improved?

1.4 Significance of the study

The investigation was largely significant to the researcher, learners, history teachers, school administrators as well as the ministry of Primary and Secondary Education at large. It also pursued to suggest solutions that can be adopted at schools, district, provincials and national level for constructive implementation of field trips by history teachers .The study also intended to advise the Ministry of Education to implement policies that ensure maximum utilization of various methodologies prescribed by the syllabus.

The results of the study will benefit a number of people in the society in general. There will be greater understanding of social issues, increase interest in interdisciplinary studies, progression in students willingness to take course outside their major, greater indulgent of inequalities and differences in the world system and the results are going to use in different areas.

1.4.1 History students

These are leaners who are currently taking History at ordinary levels. Teachers will use the research results in facilitating teaching and learning in the classroom hence the learners will benefit at their most during the course of the study. As the research will disclose the information and give a guideline on the challenges associated with the use of field trips and the solution to the problem, leaners will have the opportunity to excel in their studies.

1.4.2 History teachers

As classroom supervisors who work to achieve a common goal of attaining quality examination results, History teachers will use research results as a guideline whenever the different methods of delivering a lesson are required .The results will also give them a guideline on how to prepare

for field trips and how to make it effective so as to minimize the problems whenever a field trip will be used .The results of the study may also give teachers solutions and remedies whenever the problems is encountered .Teachers will also be able to compare different approaches to lesson delivery and be able to vary the methods.

1.4.3 The researcher

The researcher benefitted a lot on the use of field trips as a pivotal method of teaching and learning history. The researcher was granted an opportunity to get into the world of education research and explore challenges faced by the teachers, learners, and school administrators. The study will also add knowledge and experience to the researcher's conception of field trips as an instructional media. In future other researchers may use the results of this study as an aid to prepare and guide them.

The researcher will use the results of the study to acquire skills on how to use field trips in teaching and learning and will apply the knowledge after the study when she gets into the field of teaching as a classroom teacher. She will then be able to understand the importance of varying teaching methods as well as dealing with the problems that may be encountered when using different approaches in lesson delivery .It was also a requirement for the completion of her degree programme.

1.5. Assumptions of the study

➢ Educational trips are not familiar in underdeveloped countries due to lack of financial resources, support from parents and negative attitude of teachers.
➢ Field trips are used in both private and public schools.
➢ Teachers are concerned with syllabus coverage.

➢ Teachers tend to use teaching methods which are not learner centred.

1.6 Delimitations of the study

The study was carried out in Gwanda South District. The district is located in Matabeleland South Province of Zimbabwe. It has 16 Secondary schools of which 3 were selected in the study in order to make research manageable. The targeted population comprised of 3 History head of department, 6 History teachers, 3 school heads and 30 ordinary level students from 3 selected schools made a sample. The study was focusing and examining the challenges that are associated with the use of field trips in the teaching and learning of History at ordinary level. Theoretically the study reviewed related literature written at global African and Zimbabwean perspective. The study was carried out after the researcher had completed her teaching practice at Manama High school from January2016 up to December 2016.

1.7 Limitations of the study

- **Financial constraints**

The researcher lacked financial resources since she had to travel from Gweru to Gwanda South Rural Secondary Schools to collect data. Funds were also needed in the preparation of research instruments to be used for data collection. To reduce funding problems, the researcher went around looking for the favorable cheapest photocopying and printing services and sometimes she even negotiated the price. It is important to note that the researcher had no access to the library due to lack of funds to register for the semester. Thus the researcher capitalized on the use of computer laboratories.

- **Time constraints**

The researcher faced serious time constraints as she wanted to balance up the research and other modules at the same time. The research progress was delaying since the researcher needed time to attend lectures, assignments, in class and presentations. Thus there was a need to minimize the time problem hence the researcher had to work 24 hours a day including weekends, semester breaks and vacation. Time taken to carry out the study was so short that some of the necessary information was not collected and verified to attain the required results.

- **Poor communication**

    The researcher faced challenges of poor communication facilities in the district. Therefore the researcher could not schedule interviews and with the 3 school heads of the selected schools in advance. To counter that, the researcher visited the schools during the week and most favourably before lunch hour.

- **Bias information**

    The researcher used the sample of 3 Secondary schools hence this may be subject to bias on interpreting the results at national level. Sometimes the information which will be given by the respondents may not represent the true results since they may be affected by privately held hypotheses. The teachers and students might change their attitude and feel unfree to air out their views during interviews. This is when respondents might have noticed that they were under supervision and develop their own hypotheses about the study. As a result, the researcher informed the students that their names were not part of the study and they will not face any harm after interviews.

- The problem of non-cooperation from selected participants for the research since some members may not provide relevant information. All these constraints were eradicated by the assistance got from guardians and friends in the form of money.

1.8 Definition of terms

Educational tour: a tour is made by learners to gain first-hand information away from classroom, for example museum, historical sites, factory, geological areas, environment of certain animals and plants, (Free Webster dictionary)

A field trip: is a group excursion for the purpose of first-hand observation as to museum, woods and historical places like great Zimbabwe (Webster new World collage dictionary)

Sport: is an institutionalized contests, using physical exertion between human beings or teams of human being, (Honey Bourne and Moor, 2004)

Inclusion: providing all students with enhanced opportunities to learn from each other's contributions, providing services within the regular schools, (Ashman 2002).

Disability: any restriction or lack of ability to perform an activity in a manner or within a range considered normal for a human being, (Who, 1996).

Teaching: is a process of attending to leaner's needs, experiences, feelings and making specific interventions to help them learn particular things. Therefore teaching involves giving instructions and guiding individuals,(Cowley , 2011

Instructional media: is a flexible method which can be applied to almost any content although lectures can be very much engaging, they put learners in a passive role.

Constraints: is a certain restriction or a factor that hinder a project from achieving its potential, (Business Dictionary, 2013)

 Challenges: refers to things that are characterized with difficulties.

1.9 Summary

This chapter has provided an introduction to the study, the background to the study focusing on what triggered the researcher to gain interest on the topic, and the statement of the problem was also stated in the chapter. The significance of the study was highlighted and certain specific research questions which the researcher sought to answer were part of the chapter. The chapter also outlined the delimitations and the limitations of the study focusing on physical and conceptual ones. The definition of terms were clearly illustrated for the sake of understanding the researcher's line of argument. The summary of the chapter was given and the next chapter will base on review of literature.

CHAPTER 2

REVIEW OF RELATED LITERATURE

2.0 Introduction

This whereas the previous chapter focused on the research problem, this chapter will mainly focus on the literature re view on what other writers say pertaining to the use of different methods of teaching history. The importance of fieldtrips in the teaching and learning of history will also be discussed. Particular attention is going to be on the basis for fieldtrips, misunderstandings and the challenges faced by teachers in implementing this teaching method. This chapter will also explore studies on fieldtrips carried out in other countries such as South Africa and the United Kingdom.

2.1 Theoretical frame work

Teaching and learning can become intrinsically natural and student centred when it is moved from the class room into the world at large (Clairborne 1999). From the combined learning atmosphere that results from the unique relationship advanced outside the tutorial room into the concrete learning. Fieldtrips offers a variety opportunities to teachers and learners by provide solution to curiosity since young people are said to be always curious. Field experiences are supreme learning potential since they give learners a chance to explore the real world and gain first-hand knowledge (Fisher and Binns 2000). According to Claibornel (1999), field experience, early in a students' career, can be formative and can stimulate the student to continue in a field. Fisher and Binns,(2000) asserts that the sense of curiosity enables the school dropouts to remain aware of freshness of the world around them and keep a spark of liveliness which is often lost when schooldays are over. On the other hand, Aggarwal,(2005) says that material that

is learnt in the field through direct interaction is more effective and lasting. This is due to the fact that when students learn by doing, they become responsible and they are likely to be active participants in the teaching and learning process. Through participating, learners may feel that they are knowledge inventors hence one can argue that field trips have a lasting impression.

Learning experiences outside the classroom are fundamentally interdisciplinary .When we go out into the world we encounter it as a whole and are forced to engage multiple modalities (Bloom et al, 1990). He also strengthen that outdoor learning spaces and realised that such instruction requires a willingness to devote meaningful progress planning. Field trips also give learners a chance to transform words into experience by showing them the real things that are described by the word as Webster (1980) notes that teachers have taught learners to manipulate words to pass the examinations without the clue of what they mean. Dewey (1938) argued that all genuine education comes through experience.

Today field trips of all types are common practice at least at primary schools level. However, in practice, teachers often fail to maximise learning opportunities afforded by exhibits, models and natural settings guesses. Boyle, (2007) adds that when the field trips are properly planned and well facilitated, they can provide students with valuable experiences, lasting memories and strong academic benefits. Many teachers understand the importance of field trips but for certain reasons. Some schools may face budget cuts that make the cost of adminission to historical museums, cultural centres, and sites in addition to transportation costs of other fees prohibitive. Thus Boyle (2007) had made it clear that fieldtrips have the capacity to enhance the casual link between learner's responses and deeper learning.

Extending the classroom lessons into fieldtrips brings a deeper insight, greater understanding and real meaning to areas merely read and discussed hence learners easily grasp certain concepts

in the subject. Dummerat et al (2008) argue that field trips provide learners with the opportunity to test ideas and concepts in literature against the real world. Job (1999) notes that when learners are engaged in fieldtrip activities, they feel involved in the real life and environmental issues that are of concern to their local communities. Fieldtrips make learners develop their own understanding of different perspectives on social, political and economic issues which enable them to clarify and justify their values at the same time acknowledging values of other people.

School administrators as well as teachers may see field trips as extra activities that cut the class time and contribute little to student achievement. Studies on the educational field trips have been done in many continents which include Europe and Africa in general. Although in Zimbabwe researches are taking place, research in that area is minimum. It is through field trips that new teaching methodologies and technologies have become available.

2.2 The history and development of fieldwork

The teaching and learning of history has its roots back to the period of exploration. The idea of exploration is not innovative to the present generation. The traditional approach to learning could be limited in theoretical learning on textbook material and the lecture method of teaching. Exploration is said to have a link long back to our forefather's activities as hunters, miners, pastoralists and gatherers who moved from place to place looking for the places which could promote their economic growth (Long and Rogerson, 1970).

Columbus, Marco Polo and Cook are said to be the leaders of exploration and the secrete of the nature shows   L.C King, W.M, Davis and W. Penck. These individuals observed, recorded and analysed the information hence they managed to come up with explanations which were presented in maps and prints (Jones, 1968). Thus humans behave differently under the same

environment thereby resulting in one to conclude that humans are not controlled by present nature. In the United Kingdom, Kent et al, (1997) say that doubt and determinism were incorporated into fieldwork without any acute sense of their mutual exclusiveness.

2.3 Importance of educational field trips

One way to give students the opportunities to grow is to encourage them to learn from and to serve the surrounding community. In its simplest form, this may involve field trips into a community where students will have occasions to have discussions with the community members or local experts on an issue related to course content. Even greater learning potentials and community benefits in more intensive forms of communal engagement in the form of service learning projects. These project, typical designed by both faculty and community partners, allow the students to learn in highly effective ways while helping the community to address its needs (Michelellek, 1998). In all these experiences, students growth can be extensive whether it is through improved critical thinking, problem- solving skills , greater personal efficiency and leadership development , or enhanced social responsibility and career opportunities. Hood [1992] asserts that historical sites are valuable for learner's cognitive and effective development.

The UK Department for Education, (2013) assets that high quality education inspires a curiosity and fascination about the world and its people. Fieldtrips are seen to be of much value since they broaden learners' skill bases (Kneale, 2003). Fieldtrips help learners acquire skills such as organisation, independence and collaboration. In this case students in history form groups and the teacher gives them a certain task to solve ,Joshi et al(, 2005) says that learners must be in a position where they are active participants and creators of knowledge rather than passive

recipients of knowledge. On the other hand, fieldwork broadens learner's skills base and intellectual growth (Hawley, 1993).

Noel (2007), noted that field trips can provide students the opportunity to construct knowledge actively through interacting with historic places and experts. Field trips are important to help bridge the gap between education and hands on experience. Thus Nespar,(2000) says fieldtrips are recognised as significant moments in learning as learners share social experiences that provide the opportunity for students to encounter and explore novel things in a reliable setting. Their importance is supported by professional organizations such as the National Science Teachers Association which asserts that field trips can deepen and enhance classroom study. Nespor (2000) also argued that the current issues such as the standardised curriculum. lack of funds and overloaded schedules have forced many teachers to overlook the use of field trips .For instance at secondary school level ,teachers have 32 to 36 periods per week as a result ,the teacher may not be able to meet the regular outdoor learning since there is need to meet the demand of the teaching load .The issue of economic hardships also may make life of Field tour learning very difficult .

Most of the parents are failing to pay school fees for their children. Nespar,(2000) continues saying without adequate funding, it is hard to achieve learning outside the classroom since there is need for transport funds, food for the kids and sometimes other places for site need to be paid first. The lecture method is described as a teaching method which is teacher centred there by allowing information to flow from the teacher to the audience and give little chances to learners to be committed on their work. Thus field trips sometimes they work as a motivation to learners.

2.4 Research findings on use of other teaching methods

Instructional media include class participation, demonstration recitations, songs and poems .The choice of instructional media to be used depends largely on the information or skills to be taught and it may also be influenced by the aptitude and enthusiasm of learners (Beasley et al 1993) .The advantages of using lecture method may involve its nature of being an effective way of providing information which is not available from other sources. It is also a best way of transmitting factual information to a large audience. Lecture method is also useful for providing background information and ideas, basic concepts and methods which can be developed and considered in detail subsequently either buy private study or small manageable groups. Lectures can be used to show similarities and differences for example where there is need to give these differences like in History when one wants to highlight the similarities and differences between a dictator leadership and a democratic, using lecture method it will be easy to differentiate between the two. Lecture method can also be used to demonstrate even analytical process (Beasley et al,1993)

However, Mihalyi,(1999) asserts that, the use of lecture method in the teaching and learning process sometimes may have disadvantages for instance, there is no guarantee that there is effective learning during the process .Effective learning is a system which attempt to accommodate all learners with different capabilities so that they benefit at their most .Using lecture method, the teacher will not be able to measure the understanding of learners since learners are less active (Mihalyi,1999)

Lecture method allows or give a room for passive activity. Members of the audience may be busy taking notes but usually have little time on questions. Learners are given very little or no time to reflect on questions or area of misunderstanding since the system is teacher centred. Only what they will be doing is just copying down notes as faster as they can and no room for expressing their views (Marais and Meirs 2010).

Lecture method is also seen as ineffective method of teaching since it is not an active method of changing attitude and do not help participants to analyse and synthesise ideas .Whenever learning takes place ,there should be evidence that learning has taken place through varying of attitude thus through sharing of ideas (Alam and Farid,2010). The use of lecture method does not allow people to change their attitude since it does not give enough room to learners to appreciate their learning activities .This is mainly caused by not giving learners' room to analyse and create ideas.

Lecture method cannot cope with a wide range diversity of ability. Learners differ from their level of understanding and ability, some understand better when they see, others understand better when they are demonstrated some need to touch .Using lecture method, only a few number of learners will be able to grasp concepts especially those who understand better by hearing hence the number of learners are disadvantaged. This method is also an autocratic in nature since the teacher is only the one who provide a lot of information and information will be flowing from top to low which is a one way communication (Rodneway et al 2011).

Lecture method does not encourage students to move beyond memorisation of the information presented and information retention may be poor. Since there is no feedback in using lecture method in teaching and learning, it is difficult to learners to be able to memorise the information or digest knowledge given. Another teaching method is the use of discussion techniques.

Examples of discussion techniques may involve brain storming, buzz groups and role play. Brainstorming is designed to stimulate creative thinking for an individual .They are governed by four rules .The rules do not allow criticism, freewheeling, welcomed and quantity is important, developed of ideas is merited or reinforced resulting in self-motivation .Assan,(2014) says in buzz group, students are asked to work in pairs or form small groups to exchange ideas or address a set of questions encouraging active and lively participation. Role play requires students to place themselves in a particular situation or committee themselves as a key issue in a course.

The discussion technique may have advantages and disadvantages and these benefits may involve allowing interviews to be scheduled at a convenient time and place. Kochhar (1985), noted that not much of the challenges arise from teacher 'apathy to use varied instructional method and teaching techniques. In using discussion techniques, there is no risk of offending or harming any group member since individuals will be sharing ideas and concepts at the same level.

Other group discussions like seminars may also be used so as to facilitate teaching and learning process .A seminar is a group of discussion led formally or informally by the teacher or classroom practitioner focusing on issues arising from subject matter .The number of students normally between 20 to 30 so as for the group to become solid with less disturbances. The advantages of seminars may involve provision of a valuable intellectual stimulating forum for the well managed discussions, this is according to Tesol (1990).

 Hood, (1992) says that seminars provide opportunity for students to ask questions on other historical views or any other information they do not understand. When students have other things they had not understand they can make use of those seminars by asking questions and have clarity on certain aspect. Neal at al. (1986) also suggested that seminars allows teachers to

probe whether students have understood their teaching. This will be shown by contributions made by learners during teaching and learning.

When other students made mistakes and corrected at spot, others will then learn from those faults, hence learning will be attained (Coombs, 1995). However, the use of seminars brings about some disadvantages. Sometimes, a seminar may result in a mini lecture if they are not skilfully managed. Cohen (1981) suggested that the use of seminars in the teaching and learning need to be skilfully managed if they are to achieve the intended outcome. This is because sometimes when questions are asked by learners, the teacher will end lecturing so that all learners will understand. Other members end up dominating and as a result a few numbers of learners will then benefit while the rest remain quiet to the learning environment.

Learners differ from learning abilities, motivational levels and confidence which may result in preventing full interaction and involvement (Orian, 1993). Other learners do not have confidence and as a result, they fail to express themselves thereby asking questions or even giving helpful ideas which are meaningful. They end up being passive hence destroying the idea of dynamic learning which will bring about involvement of everyone in the process.

The other type of group discussion is that of tutorials. Tutorials are small groups of teaching events where more time is spent with individual students and their development using certain aspects of subject to stimulate debate and this is according to Wallen at al (1996). The merits of tutorials includes that of providing a regular opportunity for checking progress of individual student, identifying areas where they may be having difficulties and giving detailed feedback on assignments. Learners will be discussing with their teachers and feedback may be given through the written assignments (Clark and Hart, 2005)

Tutorials also allow student to develop their skills in developing a hypothesis, solving problems or understanding how to tackle a problem. Mihalyi (1990), noted that giving learners difficulty to keep their attention while providing them with task that are possible to complete is the best way of attaining good results. In tutorials, students are given enough time to express their views while having skills on solving problems which shows a hypothesis to their learning activity (Tesol, 199O)

Price and Hein,(1991) asserts that tutorials can also be used to carry out pastoral role however they may end up having a dominant role especially in one to one tutorials. The student will end up just impose questions while the teacher always provide answers hence there will be no learner's contribution in such form of learning. Sometimes feedback may be difficult to gather and may be unreliable .This is mainly when the tutorials are carried on through the computer, other tutors may not be reliable on their respond and they may take long to respond hence it will be difficult to meet the intended feedback (Mihalyi, 1990)

Computer based teaching and learning is mostly supported by learners in the fact that the generation favours technology than anything else (Masitsa, 20008).World Wide Web can also be used as another teaching method. This method takes the form of using power points, use of internets, make use of computers to mark assignments, using e-mails, online discuss forums and bulletin boards for online communications and the use of the World Wide Web. This method has the advantage of using learners' response to identify areas where further study is necessary and can prevent learners from moving to new material until they have mastered previous material.

Technology makes it possible to combine feedback, repetition and diagnose hence it provides learning tool which offers flexibility which brought about independence and active learning

(Faire 2007) .Information technology offers ability to link resources in different arrangement, text images, sound and videos and as a result it speed up communication.

Coutts and Drinkwater (2001) argue that students should learn through their own experience using resources that are engaging immersive and interactive in order to challenge their thought and believe particularly when involved with open ended and multiple interaction difficulties. This means that learners need to be provided with learning environment which allow them to be active participants hence they feel highly involved in the learning process.

Sandhottz (2001), asserts on his study that although simulation games in the classroom do not solve problems with education, it is one of many differ method to engage students with their learning. This is because simulating games highly involve learners through preparing games and participate as another way of connecting learners to real life experience.

The use of these games involves programmes which allow students to participate. Abbort (2000), added that participation in an activity requires the use of content by learners, thus ensuring students are working with the ideas that are being taught and apply them. This means that simulating games give learners a room to applying what they have discovered into real life experience. Smaldino (2000), simulation games guides the learners in discovering the dynamic nature of the underlying model and have the learner experience the impact of their decisions and action.

These simulation games have its disadvantages as well. Smaldino (2005),argues that simulating games can have negative effects on students ' learning .This means that these simulating games they may take long to prepare hence they need a lot of time for them to be prepared and used .Sometimes if they are continuously used ,learners becomes addictive that they may not be able

to adhere to other teaching method that could benefit them (Clark ,2000). He stressed that one of the negative effects of playing games is addition which basically is confusion of reality with fantasy .

Abbort (2000) ,is of the view that with nonstop speed games ,the opportunity to stop and think about the experience and thinking critically is lessened .This means that whenever there is continuously use of these games ,thinking critically will be reduced since people will be relying on games in acquiring knowledge hence they end up discouraging critical thinking .Smalding (2005) ,however gives the idea that simulating games guides the learner in discovering the dynamic natures ,of the underlying model and have the learner experience the impact of their decision making and actions .

 Kay at al (1999), note that attempts to adopt games for learning in classroom setting have resulted in outstanding positive changes in target behaviours. This means that the use of simulating games may end up changing one's behaviour either positively or negatively .Carol (1997) assets that teacher's acceptance is believed to depend on their attitude towards the innovation, since decision about whether and how to employ the simulation games in teaching and learning are heavily influenced by the teacher's views and attitude and by their perceptions in motivating students to learn.

Albion (2000) , advocate that in reality ,there exist many obstacles to adopt game based learning in the classroom .This is real in the true world since problems like limited time ,unavailable of resources ,lack of idea on how to draw a and create a good game which will benefit the student at most and even attitudes and behaviours of learners may also hinder the achievement of the activity .Veen (1996) also summarises frequently mentioned obstacles which hinder the success of the use of simulating games in the teaching and learning .

Besides the use of simulating games in the teaching and learning, project method can also be used to facilitate teaching and learning .According to Aggarwal (1996), a project method is the outcome of the pragmatic educational philosophy lays great stress on providing different kinds of rich experiences to children. This method is characterised by high level of student activities ,enthusiasm ,interest and commitment .The project method have advantages and disadvantages and the advantages include that of being based on the rules of learning (Patterson,1982) .This means that it is based in accordance with the psychological laws of learning which involve the law of readiness ,law of exercise and the effect .These laws give an emphasis the on effectiveness of learning ,exercise of learning and willingness of mind to learn .

Frankel (1996), is of the view that the use of project method in the teaching and learning provides the students with the opportunity to work co-operatively for a common purpose. Here leaners shares ideas as decisions are made fairly, students have a say in the activities they choose, plan and execute. Aggarwal (1996) , asserts that the use of project method in the teaching and learning inculcating dignity of labour in students .using the project method ,students have to perform their activities with their own hands and thus they develop a taste for all kinds of work .

However, Nayak and Rao, 2004) asserts that the project method of teaching and learning may also have disadvantages .There is overlooking of intellectual work in using project method.This means that there is a misconception that the project method glorifies hand work at the cost of intellectual work as learners are kept engaged in model making what they like. The project method is problematic due to the fact that it disturb the time table since it is not possible to follow a rigid time table.

For it to be successful the usual time table needs to be adjusted to suit the requirement of the work load that may be found in the activities within the system. There is much reliance on students and lack of experienced teachers. Aggarwal (1996) , asset that for the success working of this method ,very learned ,efficient and resourceful teachers are needed .The method is blamed of placing burden and responsibility to the teacher hence it fails to have the good quality of the learning situation where the learners are said to be highly involved in accountability during the learning process .

The project is unsuitable to the overall system of education since it fails to accommodate learners at higher education .The method usually involves many activities hence do not suit in the tertiary education .There is also the challenge of incomplete mastery of concepts and activities in using the project method in the teaching and learning .According to Nayak and Rao (2004) ,project approach often results in an incomplete mastery of the tools of learning which are essential means to child 's education in the future years .

Last but not least Aggarwal, 1996) says problem solving method is an instructional method or technique whereby the teacher and pupils attempt in a conscious ,planned and purposeful effort to arrive at some explanation or solution to some educationally significant difficulty. The method is a deliberate attack upon a difficulty for the purpose of finding a solution. Yoakam and Simpson cited in Aggarwal (1996) defined it as a problem that occurs in a situation in which a felt difficulty to act is recognised.

The advantages of the methods are: it shortens teacher's work, in using this method, the teacher gives general principles while learners verifies the concepts in detail .The method is very economical .It saves time and energy both of the students and the teacher (Nagel and David,2010). They also advocated that many principles can be discovered by individual learners.

However, the method encourages memorisation of facts which are soon forgotten and therefore knowledge is considered impractical. Problem solving method have the limitation of deprived of the pleasure of self-activity and self-efforts as ready-made formulae, principles and rules are given.

2.5 The perception of teachers and learners on the use of field trips

Teachers and learners faced challenges in the course. Time and effort on the part of the teacher is often seen as a major contributing factor since planning need much time (Price and Hein1991).Lack of support from the school administrative for educational tour are some challenges faced in the learning and teaching of History. Tuthil and klemn (2002) , are of on the view that due to these economic hardships teachers now incorporate   virtual field trips that offers access to history sites or artefacts more easily than traditional field trips in some of internet or other distance learning networks as these share many of affordances and constraints of traditional field trips .For instance in History , teachers are now mostly using pictures and other sites instead of moving outside the classroom since schools are not affording to finance the movement out of the classroom .

Bellan and Scheurman (1998), assert that either kind of field trips can be a waste of time because teachers often use docents or staff as baby sitters. Sometimes students are not well organised for the trip and spend their time wondering around and the site is too overwhelming to process in the time available and the field trip is viewed as an end itself. Bellan and Scheurman also highlighted this. This is because when one visits a new place, he or she may spent the first wondering around   for the new sites and as a result ,it end up in time waste. Noel (2007) sited the elements of a powerful field trips .These includes having a connecting on to the curriculum

and should be tied to line up logically with curriculum .Besides the above mentioned elements. Noel also emphasise on the issue of field trip personnel by teachers to enhance student learning .This means that preparations are very crucial before the learners are taken outside the classroom. The instructor should first visit the area and see if the learners will benefit .If this is not done first, Noel then argued that a sort of un authoritative field trip which will not benefit the learner will be created.

More so, Noel (2007) also emphasise on the need for teachers to organise students in classroom before the trip .He then advice the teachers to prepare students for instance ,the teacher should see that all students are equipped enough with the requirement materials which then will facilitate well learning outside the classroom .Learners should bring materials like note books for jot down notes as this will help them to remember what they had learnt at the trip even when they go back to the classroom .

In their study of the roles of instructors in field trip , Noel and Calop (2006) ,found a frequent lack of common between the two groups and misperceptions of each other 's role regarding field trips .They also found that   teachers reported the desire to have curriculum and material that were designed to be flexible and adaptable depending for example on the needs ,time and level that is taking for instance the different between studying History O' level and at ZJC differs according to the level .

Flexibility in the types of activities and preparation is often needed because of the logistical issues that occur when taking students on field trips, especially those that are further away for example bus issues, school delays, this is according to Nespor (2000) . Other earlier studies in both social studies education and science education promote conclusions similar to those identified by Noel and Calopy and emphasise the need for kind of debriefing activities

following the field trips that ties directly to the curriculum .Nespor (2000) , noted that many schools especially those lacking financial resources or those operating within a heavily standardised and restrictive curriculum struggle to take field trips that align with their curriculum or face other obstacles in having successful field trips . Spicer et. al (2000) addressed the issue of adding value of going virtual trips when they compared field trips and noted that they are not adequate unless they are combined for example participating in a field trip to prepare for a trip or used as a replacement for a lecture or other lower level activity , students gained a greater depth of knowledge . This means that different authors had noted it is vital to combine an activity with a field trip for   strengthening trip.

Literature that examine the use of field trips in the social largely   serves to advocate uncritically for the advantages of field trips for example Willis at .al (1999), points out the strength and shortfalls of field trips programmes on sites .The strength involves taking of the world of learning into real life while shortfalls includes time limit and even scarce of resources. Newman and Wehlage (1993) argues that authentic instruction in or out of schools occurs when students construct meaning and produce knowledge ,students are disciplined inquiry to construct meaning , students aim their work towards products and performance that have value or meaning beyond success in school .

Mayor (2004) argues that active learning is often suggested by those subscribing to this philosophy. That is although they are engaged in activity, they may not be learning as Kirscher at .al (2006) agrees that learners construct knowledge but are concerned with the instructional designed .

Friser (1937) ,Pritchard (1984) and William and Jullbury (1997) is of the view that the use of field trips increase understanding natural and artificial principles and help learners to develop

positive views to their local environment .This means that if field are properly used ,learners tend to develop a positive attitude towards every situation around their circumstances .As they are continuously used ,learners will then be able to draw positive meanings to situations they came across as they will be able to put the theory they have leant into real life experience and make meaningful conclusions .

2.6Challenges faced by the teacher in the implementation of fieldtrips

 The challenges of implementation of field trips range from nation to nation and region to region .Most teachers face challenges in using fieldtrips as a teaching method since its preparation requires more time as compared to other methods. (Tinsley, 1996) asserts that participatory fieldwork is more time consuming than any other methods. As controlling learners tend to be very difficult however it is important to appreciate the value of afield as learners would observe, touch and analyse. Thus the process needs more time as compared to school timetable (Kyriacou, 2000)

Given that most schools in Gwanda rural schools are paying inadequate fees charged by most rural schools in Zimbabwe .Thus most rural schools cannot afford to finance fieldtrips considering the amount paid. In most schools usual they turn to parents requiring them to pay day to day levies. Also considering the economic situation in the country which is unaffordable with the most people earning below the standard. Hence many parents tend to be unsupportive to the school body. In our country Zimbabwe the frequent droughts and unpredictable rains worsen the situation considering the fact that the rural populace heavily rely on agriculture for subsistence. This result to added difficulties therefor most parents pay fees and leave additional levies and some event fail to pay fees , Kent et al ,1997) postulates that fieldtrips is one of the

largest expenditure items of recurrent expenditure in the departments. Therefore the financial reasons mislead the opportunities of carrying out fieldtrips to a greater extent. Also the teachers feel demotivated because they feel that the administrative procedures lack interest in the fieldtrips due to financial problems.

2.6.1. Fieldwork in United Kingdom

There are several examination board in this nation and these board recognise and implement governmental policies. This result on Cambridge examination board being popular as written on Qualification and Certification Authority, 2012).The requirements of the syllabus are a command order of the wing government responsible for education. When learners are on fieldwork focus task which is normal based on the collection of primary data and observation by learners. Most of time is spent on field work as they regard field focus as the most important hence 16 hours is given this is enhanced by adequate resources.

2.6.2 Fieldtrips in South Africa

Bhengu, 1997 argues that after the change of colonial government in 1994 the education system of South Africa also changed to suit the new dispensation ideologies. To complete change the government introduced a branch known as Outcome Based Education (OBE). This branch aimed at developing learners' attitude, skills, critical thinking and understanding as well as how pupils should learn. Through fieldtrips, workshops and educational travels there is stimulation of the exchange of information and international knowledge in South Africa. Its geography, society, history, economic and political development are important structures of the country yet political structures become possible subject for field trips. Extending lesson beyond the classroom through field trips can offer opportunities to student that they never otherwise have. Students

utilise techniques of historian archaeologist, architect or environmentalist to enrich history subject.

South African students often visit museums to their skills and knowledge. Grade 8-12 visits historical sites as they could analyse photographs lesson with the available sources bringing the importance of historical events. They visit slave lodge, it is interesting since it connect the current and past cultures. In slave museum they learn about how slaves were treated in Cape Town. A man named Zenzile who was a researcher conversed the importance of young generation knowing the history of the country. Education is constantly growing phenomenon in South Africa. The history of the country makes wonder why we are not desperate for education for united State. They are working to incorporate unique ways of teaching poetry and music. These techniques also help emphasise the history of the country.(Bhengu , 1997) The theme of education is everywhere in South Africa as a result the history of the country will live on and grow for future generation. OBE targeted at promoting;

- amalgamation of school subject as a result history, geography, and social studies were combined to form social sciences. This was done in order to form learning area.
- lifelong learning – the system targeted at making learners responsible citizens ,thus after independence fieldtrips was seen as the only way to restore successfully environmental awareness.
- learner centred education –learners were made actively involved in the learning process. This was improved by practical learning thus implementation of field trips .Field trips were made to provide active participants , good observer, and drawing conclusion, (Hurry ,1991)

Megan said, education is a vital part of culture, tradition and history at the same time it's part of progress and growth. The South African education system needs change and develop in order for the children of South Africa to grow, develop and create a better nation for future generation.

2.6.3 Field trips in Zimbabwe

In Zimbabwe teaching and learning of all subject is guided by the national syllabus for ordinary level and Advanced level courses. Some schools make their school syllabus referencing from national one The syllabus usual specify the methodologies and content that has to be covered during the ZJC/ O' level/A' level course. The O' level syllabi advocates the use of observation in the teaching and learning of history subject. Under skills and their application, the document spell out that pupils should be able to demonstrate techniques of personal observation, recording and interpretation. Thus observation can only be done in the field as Gold and Jenkins, 1991).

The syllabus strongly emphasize the use of observation under the methodology. To enable learners to prepare, evaluate and justify solution to historical problems, they should carry out local studies to incorporate theory with practise at the same time. This changes as one proceed to A' level, the syllabus becomes more fieldwork dependent and at the end of the year the learners sites for ZIMSEC examinations. In this case the exam consist of 2 papers. Paper 1 its African history were the information most suitable and the second paper is paper 2 of European history.

2.7 Summary

The Chapter has explored the literature that is related to field trips and other teaching methods. The significance of fieldtrips and the progression of carrying out fieldtrips was discussed. The different world views about fieldtrips were well discussed as indicated in the national syllabus.

The discussion also explored the challenges on the effective implementation of fieldtrips in the teaching and learning of history subject. The advantages and disadvantages of different teaching methods, learners and tutors perceptions on the use of field trips as a teaching method were also discussed The chapter addressed limitations of field trips giving solutions to the challenges. The next chapter will discuss the research methodology used in this study.

CHAPTER 3

RESEARCH METHODOLOGY

3.0 Introduction

Conducting a research involves gathering of data from selected subject, presenting the data and analysing the findings to come up with conclusions. The conclusions are then used to make recommendations. This chapter places special attention on the research methodology used by the researcher. Rajaseka at al (2014) describe research methodology as a systematic way to solve a problem, a science of studying how research is to be carried out, essential procedures by which researchers go about their work of describing, explaining and predicting phenomena. This chapter also focused on the research design, population, sampling methods data collection instruments, data collection, presentation, data analysis and ethical considerations. Full attention was paid to the sampling techniques used in this research. The summary was also given at the end of the chapter.

3.1 Research design

The researcher used a descriptive survey design. It include depicting, recording as well as data interpretation. Latif and Maunganidze, 2004) indicate that research design is the key to obtain legitimate and reliable information for decision making. Fraenkel and Wallen, 2003) defines it as a way of data collation with the view to answer research questions. In the other hand Cohen et al, 2007) says that research design describes the practicalities of the research. Both of the writers further argues that the research design is concerned with addressing issues that provide answers to the research questions. With the above definitions a research design can be regarded as the scientific research. The instruments that might be required to obtain data is provided. Therefore

Cohen et al, 2011) postulates that the research design binds the different parts of the research together to address particular critical questions such as what is to be done , how and why it has to be done in that way. In this research the researcher used a descriptive survey design since it depends on the explanation of what we see and observe at the same time. The fact that this method describes what we see, it then becomes descriptive. Chiromo. 2009) stated that the word survey means to see over and beyond the horizon hence this implies that this technique allows the researcher to make findings and gathered information. Survey is concerned with the study of a sample with the view to draw up conclusions that can be generalised to the large population. Descriptive survey permits utilization of mixture of instruments.

Chiromo, 2009) further defines qualitative research as a research whose findings are not arrived by means of statistical procedures. Burns and Grooves, 1997) see it as a systematic interactive and subjective approaches used to describe life experience. This is a clear indication that in a natural set up qualitative research demands understanding a social human problem based on complex, holistic and pictures. Platton (2001) describe a qualitative approach as any kind of research that produces findings not arrived at by means of statistical procedures or other means of quantification and instead, the kind of research that produces findings arrived from real world settings. This qualitative approach allows close interaction between the researcher and the participants as teachers will make it possible to make non -verbal cues and the body language.

3.2 Population

Polite and Hunger (1985) described a population as any group of individuals that have one or more characteristics in common, that are of the same interest to the researcher for the purpose of data collection. Gay and Airasian, 2004) also says population is a group that attracts the

researcher's interest and the group to which the researcher would like the results to be generalised. Punch, (2009) defines population as the target group typically expansive, about whom we want to develop knowledge but which we cannot study directly. Therefore population is the element about which the researcher seeks to obtain specific information and the findings are generalised as well. As regards to this study the population was made up of 3 secondary schools in Gwanda South rural. The population under this study targets 312 O'Level History students, according to staffing statistics for the district as of January 2016 there were 9 teachers and 3 head of department of the subject who made up the population and 3 heads of these schools. Therefore the total was made up of 324 individuals.

3.3. Sample

A sample involves a selected number of people for the targeted population to make inferences about a population. Due to the limiting factors discussed in chapter 1 and the sparse distribution of the research population, it was impossible to study all the elements. For the above reason, a sample was selected from which the study was carried out. Hair (2003) described a sample as a small subset of the population that has been chosen to be studied. Cohen et al, (2011) says that sample is a smaller group or subject of the total population .This is supported by Chiromo, (2009) who views a sample as a smaller group or subject of the population selected from the population. Therefore, a sample is an extract from the population to be studied. This made the researcher to select a sample from which research was carried out. The sample consisted of only 1 boarding school in Gwanda south district and 2 other secondary schools were randomly selected in order to get fair representation of the population. Also the sample was selected in such a way that knowledge gained was representative of the total population. In this case, out of 16 secondary schools in Gwanda South District, 3 of them were studied from different direction

and geographical conditions to ensure fair representation of population. The sample constituted 19 % of the population.

3.3.1 Sampling procedures

Best and Kham (1993) assets that a sampling procedure is a method or plan used by researcher to create a sample representative of the total population from which it comes. Bogdan and Biklen, (2007) says that sampling is a process of selecting a number of individual for a study in such a way that they present the larger group which was selected. Due to time and costs limitations the researcher made use of convenience sampling. A survey was used since the researcher only take 3 schools out of 16 schools in Gwanda South district. On selecting the schools, the researcher used random sampling. Thus according to Chiromo, (2009) simple random sampling is one which each member of the population has an independent and an equal chance of being nominated. Again Gay and Airasian, (2000) is of the point that simple random sampling is the best way of obtaining a preventative sample. The researcher chose this methods because it is easy to use and its results are bias free.

Cohen et al (2011) convenience sampling requires selecting a sample from those whom the researcher can easy access. He continues to say purposive sampling is used in order to access elements in a sample that have deep knowledge about the particular issue basing on their professional role. Therefore school heads, HODs of the subject, history teachers were assumed to hold the characteristics the researcher was looking for. The above selected individual have knowledge of school curriculum, records pertaining trips, on the importance of field work as well as challenges they face when trying to implement fieldtrips as a main method of teaching and learning. In this case purposive sampling was relevant. The researcher make use of the

schools which were on the same district where she was based, to counter the above limitation on chapter 1. Reliable schools were selected for cooperation Cohen, 2011) says convenience sampling involves choosing a sample from those to whom the researcher has easy access .Thus schools near and around the researcher's base were studied.

Also the researcher employed cluster sampling as Fraenkel and Wallen ,2003) defines it as the selection of group rather than individuals .This sampling is useful for fair attainment of unbiased results. Considering that in Gwanda South district schools are made up of 2 categories which is the government schools and mission boarding schools. Thus the researcher made sure that each category have been presented in the study. The fact that the targeted group was too numerous to include, the researcher resorted to simple random sampling technique, purposive and stratified random sampling in order to select members to participate in the study. Also gender was recognised.

Table 3. 1: Summary of population, sample and sampling.

Category	Population	Sample
Schools	16	3
School Heads	16	3
HODs	16	3
Subject Teachers	40	6
O' level pupils	312	45

3.4 Research instruments
Marcus, (1990) research instruments are tools used to collect data for research purpose. Cohen et al, (2011) defines the instruments as the measuring tools that are designed for the purpose of

data collection. Also Leedy, (1980) views it as devices that the researcher uses to collect data. The above definitions shows that these instrument can be also called testing devices that measures a given phenomenon. In this case interviews, document analysis and questionnaires were instruments used by the researcher to identify challenges faced in the implementation of fieldtrips as a teaching methodology.

3.4.1. Questionnaires

Chiromo, (2009) defines the questionnaires as a form of inquiry which consists of systematically organised series of questions that has to be answered by the respondents Whereas Burton and Bastlett, 2009) views it as list of questions that respondents can answer. The questions that were used in these study contained both closed and open ended questions .According to Leedy, 1980) open ended questions go an extra mile to probe for respondent's views, feelings and opinions freely. MacMillan and Schumacher,2006) argues that questionnaires are used to learn about people's attitudes ,behaviour,, habits, ideas, values, desires demographics and many other.

The questionnaires were directed to teachers and history students in 3 schools in Gwanda south district that formed the research sample. They also saves time and enable the researcher to get descriptive data on challenges faced on the implementation of fieldtrips in the teaching and learning procedures. Haralambos and Horbon, (2002) notes that open ended questions are good because they keep the respondents on the subject at hand and briefly answers are produced. Cohen et al, 2011) says open ended questions enables large quantities of data to be collected from considerable number of people within short space of time. They also cover the weakness of close ended questions. Close ended questions they work from a limited range since no opinion of respondents' on matters that need explanations. The researcher selected questionnaires because

they allow free expression by respondents. The researcher was aware of limitations of the method such as the fact that researcher cannot get clarifications in the event of an interesting issue or inadequate answers which may need clarifications.

Thus the researcher personally supervised the answering of questions and all the procedures were done on her presence. The questionnaires can be filled in by unintended respondents thereby compromising the validity of data collected. If the questionnaire are posted, there is a high chance that some will not return. To reduce that the researcher personally administered the instruments and allowed the respondent to fill in the instruments in his presence to avoid unintended personnel as Best and Khan, (1993) highlighted.

3.4.2. Interviews

The interview schedule was also used by the researcher. Gay and Airasia, (2000) views an interview as a verbal technique for obtaining data. According to Chikoko and Mloyi, (1995) an interview is a conversation between the researcher and the respondents. Interview can be structured or unstructured depending on the situation on the ground. In this case the interview were to be structured as Punch, (2009) and Zimkund, (2006) allege that structured interviews include questions prepared in advance.

Zimkund, (2006) point out that face to face interviews saves a purpose, as information will be captured, actions can be interpreted and the attitude of the respondents. In the interview the 3 heads were asked same questions and the researcher wrote down all the answers and notes given in the interview session. This method was chosen because interviews allows for the establishment of complex answers and the respondents have the room to explain on issues that are complex and challenging as Burton and Bastlett,(2009) argues. The researcher guarded

against interview bias. As in an interview, privacy and confidentiality are threatened and this may lead to the respondents giving incomplete information about some important issues. To counter these challenges, the researcher guaranteed all the respondents that information obtained from them would only be used for the study and kept confidential. It is important to note that the researcher chose interviews as a data collecting instrument because they are not time consuming and they help getting more valid information through the body language .The researcher used an interview guide to ensure that relevant questions were asked and answered as well.

3.4.3. Document analysis

According to Kripperndorp, (2004) document analysis is the examination of documents that are available such that one find information and evidence related to the study questions. Therefore document analysis is inspecting information usually done by checking records and documents with relevant information. The researcher used documents such as result analysis record, scheme books as to identify instruction used and needed. Peddle, (2009) supports the above argument by noting that, documents are good source of information foundation.

The researcher chose this technique basing on Mayring, (2004)'s argument that documents analysis focuses on language and linguistic features, meaning in context and is systematic and verifiable, that is, it uses codes and categories as well as rules for analysis which are explicit public and transparent. The technique was selected considering that it is cheap and easy method where the researcher can just note the needed information. Also it was used so as to correct unreliable information from questionnaires and interviews, since the respondents may tend to respond to questions in a way they take it as good even if they do not practice. Documents have limitations that, they can be outdated, incomplete and others can be missing.

3.5. Validity

The researcher tested out weather her findings are true representation of the population. Cohen et al, (2011) views validity as the extent to which data collecting instrument measures what is meant to measure. This means that the research instrument should be in a position to measure what it should measure not measuring other elements that are not planned. Leedy (1990) explains validity as the extent to which a component of research such as instrument reflect or measure what is meant to. Frankel and Wallen, (2003) emphasise that external validity is the degree to which results can be generalised to the whole population at large. For accuracy the researcher used various sampling techniques that where almost free from bias in selecting sample to be investigated. As a result the content validity was the concern of the researcher. This led to researcher to demonstrate correlation between data collected by 3 different instruments, thus resulting to triangulation system. The researcher used narrative drawn from the respondents from the study and then quantitative data collected from other attribute and then the information was analysed using tables, and charts to present data.

3.5.1 Triangulation

The three methods of data collection were used to measure the validity of the information. Cohen, (2007) describes triangulation as the use of more than one data collecting method in the study of some aspect of human behaviour. Macmillan and Schumacher, (2006) says triangulation is super since it allows the researcher to compare and contrast sources and establish patterns. The strength of the method is emphasised .Triangulation was used since 3 data collecting instruments were available used on the same objective. The data collecting instruments which were used are questionnaires, interviews as well as document analysis, thus bringing triangulation in the study.

3.6 Data collection procedures

Borg and Gall, (1990) views data collection as a process that involve gathering of data and information through data colleting techniques. The procedures for data collection therefore spells out the steps that are going to be followed in preparing, administering and collecting data using research tools. The researcher took an introductory note from the Midlands State University faculty of education. This note granted the researcher a permission to proceed with her research in Matabeleland South Province, Gwanda South district education offices and the school heads of the selected schools made up the sample.

After permission was given the researcher went to pilot test the questionnaires so as to enable the researcher's question and instructions are clear. Mertens,(2001) says that by pilot testing, the researcher will be trying to use the instruments using smaller sample similar to the intended group. The researcher has to ensure that the approach is ethnical and professional because the way the information is accessed and cooperation are negotiated can mislead data collection procedures. The researcher will then seek permission to school heads to get into their schools and make use of their teachers and school pupils as source of information for data collection.

According to Bell (1999) data collection procedures involves gathering data or information through questionnaires, interviews, observations and other information gathering techniques while Marimba and Moyo (1995) described data collection procedures as the sequential steps taken when collecting data. The researcher distributed questionnaire and collected them after completion. This was made after agreement with respondents. The researcher carried out interviews with the heads of schools sample. The respondents were then verified by the researcher using checklist and the interpretation and analysis was the last stage. The above procedures was then used by the investigator in order to collect the required data.

3.7 Ethnical considerations

When a researcher ask individuals to participate in a research, the respondents must be aware of the purpose of the research. The researcher should give a clue to the participants of the research purpose there by seeking permission so that there will be a guide for ethical behaviour for instance section 6.09 of the APA Ethic Code presents standards to guide ethical behaviour.

3.7.1 Informed consent

Informed consent is whereby the researcher informs participants about the full purpose of the study and why the participants are included in the research. The researcher should also disclose that it is voluntary to be involved in the research so that the rate of bias may be reduced. The researcher should also disclose the risk and benefits of being involved in the research and understand all these negative or positives so as for them to make an informed choice on whether to participate or not participate. The rights of participants should also be protected.

3.8 Data analysis plan

Tuchman (1995) then describe it as what a researcher does with data collected in order to develop explanations of events so that theories and generalization about causes and processes of social behavior can be developed. Data analysis is concerned with searching and arranging information from questionnaires and document analysis. Analysis is concerned with working with data, organizing them, breaking them into manageable units, coding them and searching for pattern (Tuchman, 1995).

The end products of research are books, dissertation and presentations. The data obtained through questionnaires and interviews was analysed by themes and questions. Data that is

relevant to a particular issue are simple collected together in a single basket as Cohen et al (2011) says. After analysing the data the researcher then coded data. Seidel and Keller, (1995) argues that code can signify text, passage that can be used to construct data networks. Kellinger, (1970) asserts that coding is the translation of question responses and respondents information to specify categories for the purpose of analysis. The researcher used open codes which are simple new labels that the researcher attaches to a piece of work to describe and categorise that piece of data as according to Strauss and Corbin, (1990)

The researcher used a narrative approach to data analysis, however, humans make meaning and think in terms of stored text which capture the human conditions as Brunner,(1966) views. Human should be on guard so as to avoid analysis for himself where necessary, Gibbs, (2007) .In the presentation of data, the researcher used figures.

3.10. Summary

Tables, pie charts, graphs to clearly and brilliantly presentation data for easy interpretation and content analysis which is a procedure for the categorization of verbal or behavioral data for the purpose of summarizing it and presenting it. The chapter focused on discussing and justifying the procedures which clearly explains how data was to be collected, presented and analysed. Descriptive survey was chosen by the researcher as the research design for the study. This is because the study is concerned with opinions and attitudes of teachers towards fieldtrips. The sampling techniques were also highlighted in this chapter as well as the importance of triangulation to verify responses. The analysis plan was included as well. Thus one can notice that chapter 3 is an eye –opener of how chapter four was then prepared. The approach, procedures, instruments as well as the ethics that should be followed by the researcher in carrying out the study were also described in detail in this chapter as the researcher's guideline. Chapter four will mainly focuses on data analysis and presentation as well as discussion of the research.

CHAPTER 4

DATA PRESENTATION, ANALYSIS AND DISCUSSION

4.0 Introduction

Data are raw facts which are meaningful with presentation and analysis. This chapter deals with data presentation, analysis and discussion of the gathered data in the field. The researcher's target is to make meaningful data in order to draw conclusions and make inferences and suggest future plans using data collected from History teachers and school heads on the challenges faced in the use of field trips in the teaching and learning of History at ordinary level. The data is going to be presented using tables, bar graphs and pie charts.

Response rate

The table below shows the targeted sample and their response percentage

Table 4.1: Response rate

Instrument	Number conducted	Number returned/ interviewed	% response rate
Heads interview	3	3	100
HOD questionnaires	3	3	100
Teachers questionnaires	6	6	100
Targeted students	45	45	100

The instruments that were issued out were all fully completed. This resulted in a 100% response rate .This was due to the fact that on questionnaires the researcher personally distributed and collected them. Face to face interviews also ensures a 100% response rate.

The table below shows respondents age group and their frequency.

Table 4.2: Respondents age groups

Age group	Tally	Frequency
Below 20	1111 11111 11111 ⌐ 11111 11111 11111 ⌐ 11111 1111 1111	45
21 - 30	1	1
31 - 40	1111	4
41 - 50	11111	5
Above 50	11	2

4.2 Respondents demographic information

The above table shows that 45 respondents were students aged below 20 years which constituted 78.9% of the respondents, 1 out of 57 respondent fell in the 21-30 year age group making up 1.7% of the sample. The 31-40 category had 4 out of 57 respondents constituting 7.01%. Those who were above 40 years were only 5 and constituted 8.77% of the respondents while those above 50 were only 2, making up 3.50%, these were heads of schools.

Fig 4.1 Respondents gender

Male Female
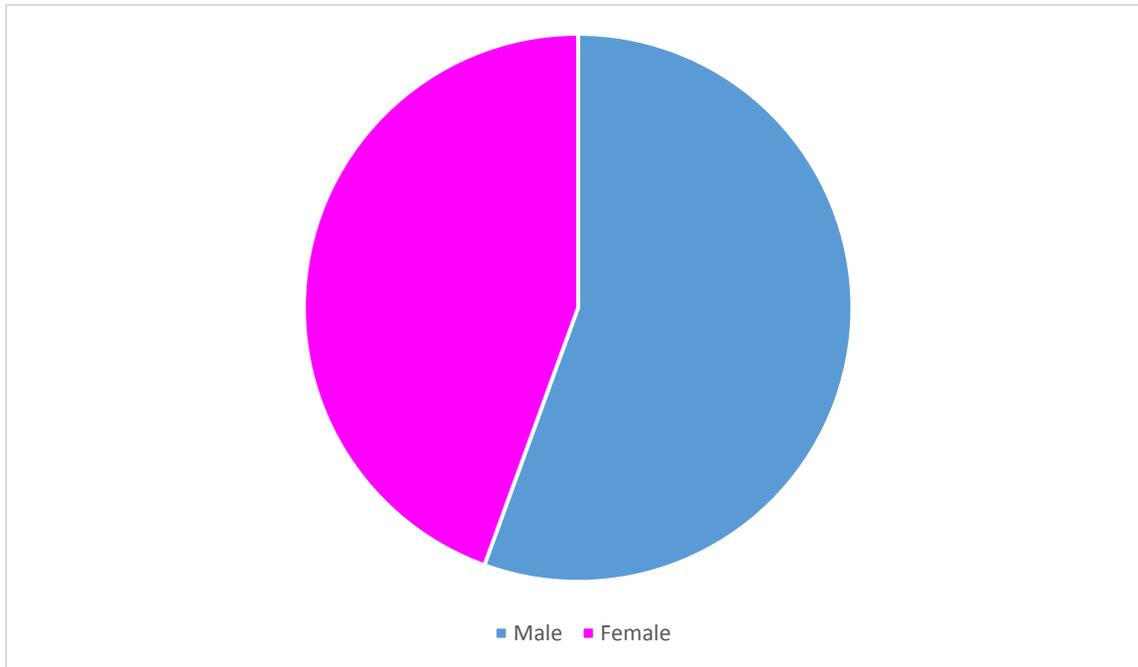
Demographic characteristics of participants

According to the study findings, the total number of students were 45 consisting 23 girls and 22 boys. The sample was made up of 9 teachers and 3 school heads. Of the 9 teachers 4 were ladies and 5 were men. Among the head teachers both 3 were males Thus males constituted 52.6% of the sample and females made 47.3% of the sample.

Fig 4.2: showing teachers and heads of schools qualification   **N =12**
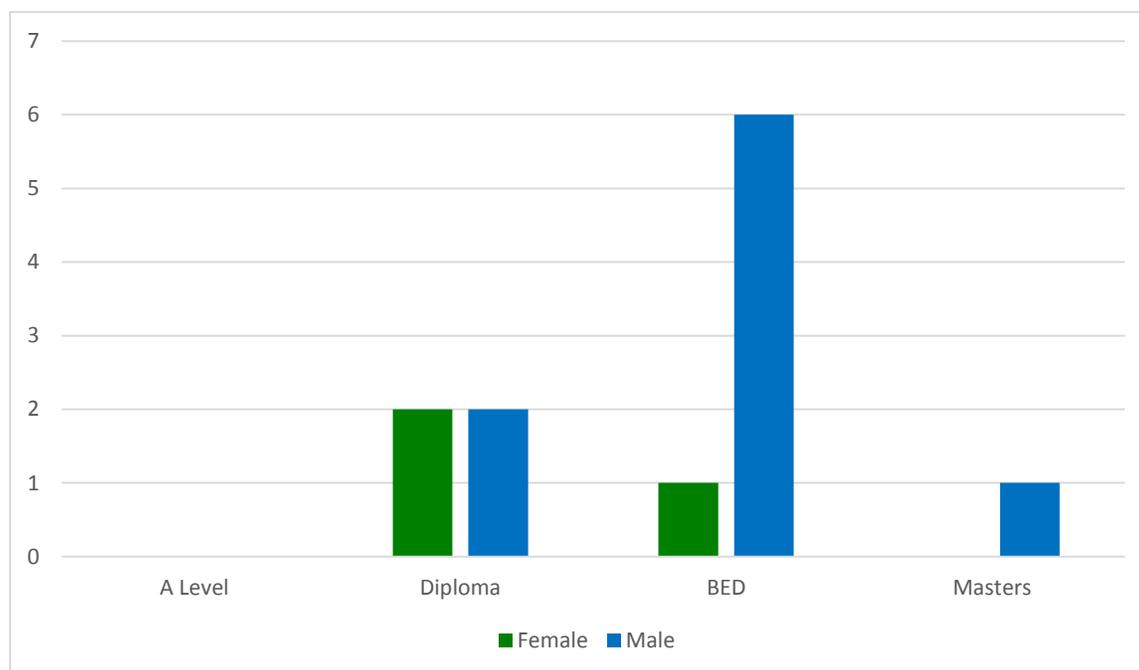
The graph above shows that 4 of the respondents were diploma holders, 7 respondents held degree qualifications. There was only 1 master degree holder among the respondents. All the teachers were qualified to teach history.

Fig 4.3: Teaching experience of the respondents.
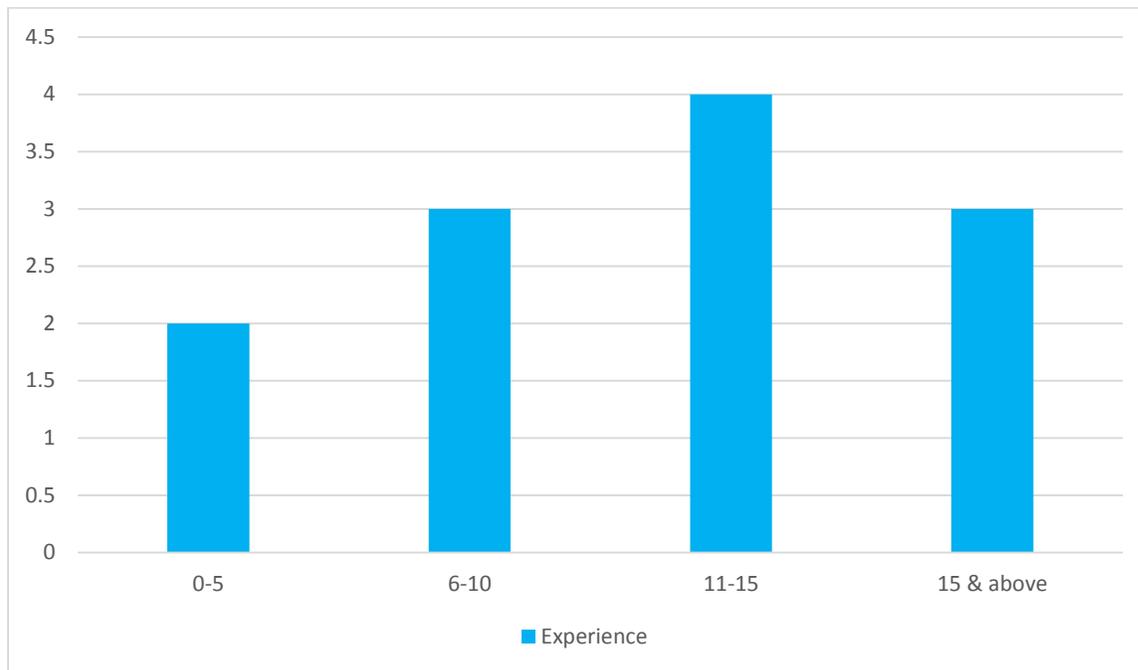
Fig 4.3 shows that of the 12 respondents 2 had a teaching experience of less than 5 years, 3 respondents had an experience of between 6 and 10 years. In the 11-15 years category, there were 4 respondents.

4.6 Syllabus availability in schools

All the teachers, head of departments, school heads indicated through questionnaires and interviews that they had a current syllabus for examinations years 2015-2022. The head of the department even to an extent of showing the researcher the current syllabus as an evidence.

4.7 Teachers and HODs teaching loads

Table 5 Teachers' loads   N=12

Periods per week	Teachers	HODs
21-24		3
25-30	1	
31-36	5	

Table 4.3 shows that 3 heads of departments had a teaching load of between 24 periods per week and this is because they had administrative duties. Only a single respondent had a teaching load of 25-30 periods per week. In the 31 to 36 periods per week category, there were 5 respondents who were general teachers.

4.8 Teaching load affects teacher's performance

Table 6 Effects of teachers load   N=12

Response	Tally	Frequency
Yes	1H11 11	7
NO	11	2

The question was directed to History teachers, of the 9 to whom the questionnaires were issued, 7 responded indicated that teaching load negatively affected their performance. The majority reason being that there is no enough time to effectively prepare for lessons. There also indicated that there is a lot of paper work in terms of scheming and marking. Lesson plans, registers, mark

list among others. 2 indicated that their load did not negatively affect their performance in the classroom and these included head of departments.

4.9 Use of field work in the teaching of History

Table 7 Frequency of fieldtrips   **N=12**

Response	Tally	Frequency
Yes	11̶1̶1̶ 1111	9
No	111	3

The table above shows that, 9 out of 12 respondents used field work in the teaching and learning of History though some showed that it was passively used. However, 3 respondents indicated that they never used field trips in the teaching and learning field. This contradicted the findings from documents analysis where all teachers' schemes of work had no field work as a methodology listed in any lesson scheme.

4.10 Use of fieldwork in the teaching of History: Heads responses

Table 8 Heads' response

Response	Tally	Frequency
Yes		0
No	111	3

During the interviews, 3 school heads indicated that during lesson observations for supervision purpose, no teacher had used field work as a methodology in the teaching and learning of

History. They both indicated the same concern on the government policy, thus the first heard stated that when trying to carry out fieldtrips there are many procedures needed by the ministry of education hence it becomes tiresome and time consuming. The second one said, the processes involves a lot of procedures which prolong a process. The teacher found it difficult to wait for approval since fieldtrips need to be done regularly for students to benefit. The last stated that, there is a need for adjustment on the processes from the ministry to attain the goal of using fieldtrips.

4.11Fieldwork and the college curriculum

Table 9 College curriculum

$$N=12$$

Response	Tally	Frequency
Yes	ŀнн1 1111	9
No	111	3

9 out of 12 respondents indicated that field work was included in the curriculum at teachers training college but not examinable .The others could not tell whether it was part of curriculum or not.

Fig4. 4: Contribution of field work towards the final mark at college
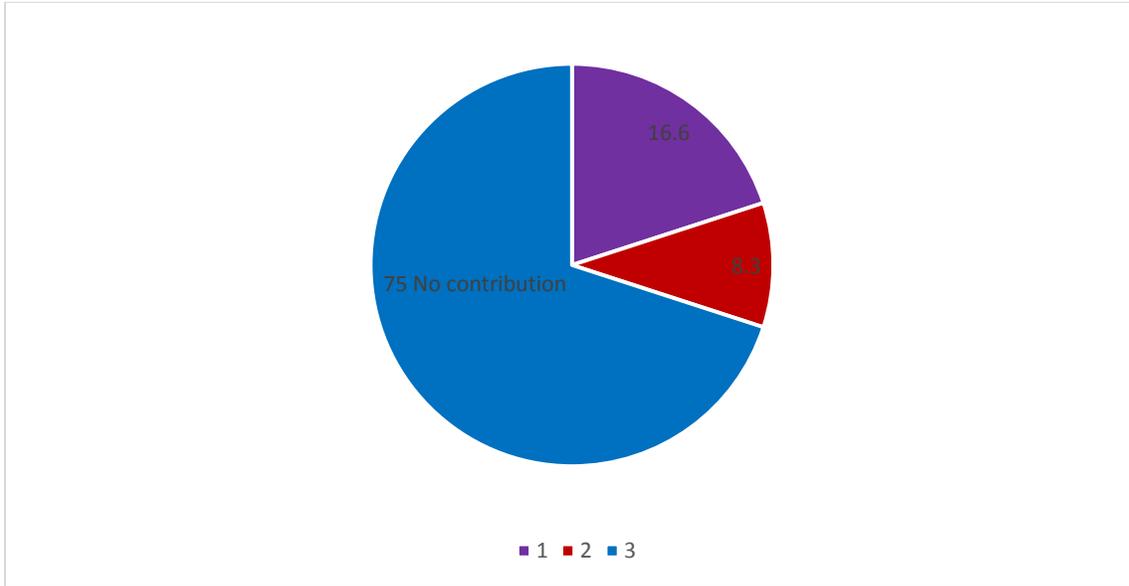
The pie chart above shows that 9 respondents which is 75% suggested that the college curriculum contained fieldwork but did not contribute towards the final mark. Only 1 respondent said that it contributed 10% and the other said it contributed 20%.

4.13 Perceptions about field work

Table 10 Views about fieldwork

Perceptions	Tally	Frequency
Involves travelling long distances	‖‖‖	5
Learning through direct interaction with geographical environment	111	3
Any teaching outside the	1111	4

55

			N=12
classroom			

The question was administered to the teachers through the questionnaires and 5 of the respondents had a perception that fieldwork involve travelling to far places from school. Among these 3 had a view of direct interaction with geographical environment. The other 4 indicated that it was teaching and learning done outside classroom.

4.14 Availability of History seminar group in the district

RESPONSES	TEACHERS	SCHOOL HEADS
YES	9	3
NO	0	0

All the respondents indicated that seminar groups are always done in the district especial on district level. This means that teachers and their students meet for subject discussion almost every year. However they should be teacher seminar groups for administration development and were they meet discuss the examination tactics.

4.15 Challenges faced in the use of field trips in the teaching and learning of History
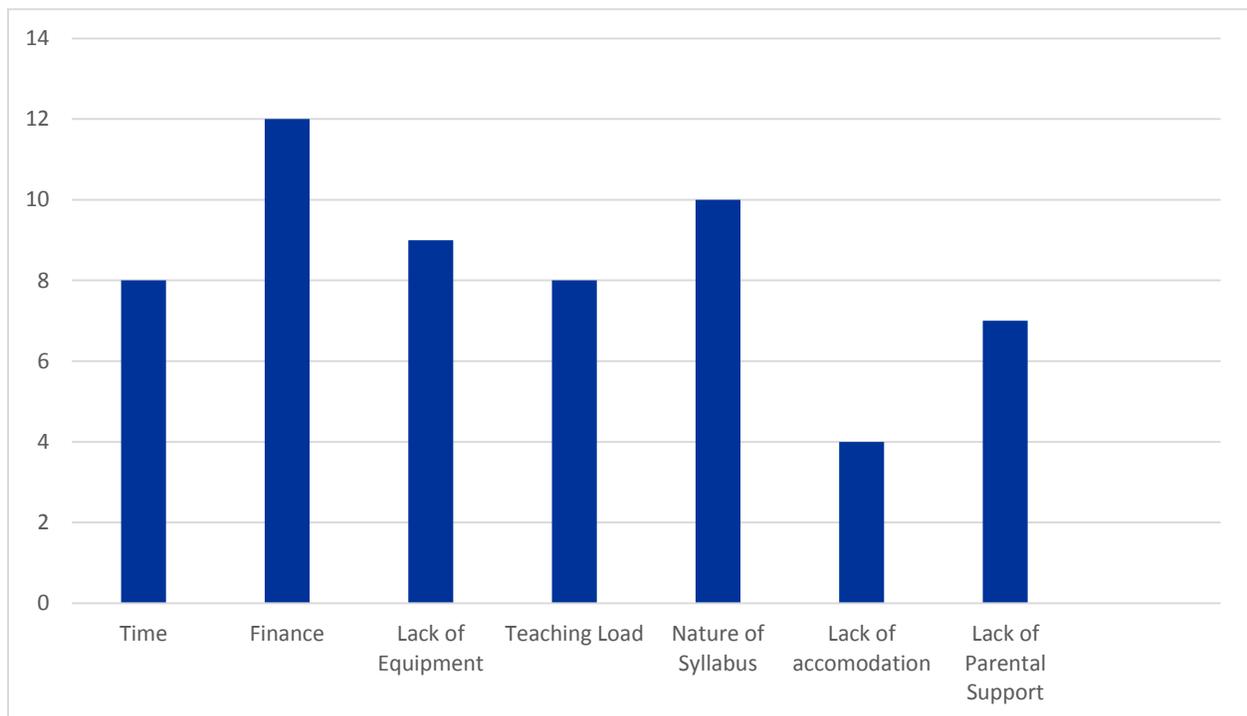
Fig4. 5 Challenges on the use of fieldtrips

As shown above, all the respondents indicated that they faced financial challenges when it comes to implementation of field trips. The other challenge was teachers incompetence, 10 pointed out that teachers are not motivated and some of them lack knowhow of importance of fieldwork therefore they could not use it. 6 respondents indicated that there was limited time to spare some for fieldwork owing the fact that timetables are fully packed. 7 respondents pointed out lack of equipment in schools such as transport since hiring demands a lot. 8 respondents showed that their teaching load affect their possibility of using fieldwork in the teaching of Hitory.10 of the respondents indicated that the syllabus was too long and given that fieldtrips are time consuming, hence there ought to complete the syllabus on time for examination purpose. Lastly, 4 respondents were of the opinion that lack of accommodation also misled the caring out of fieldtrips and the lack of parental support.

4.16 Solutions to challenges in the use of fieldtrips in the teaching and learning of History
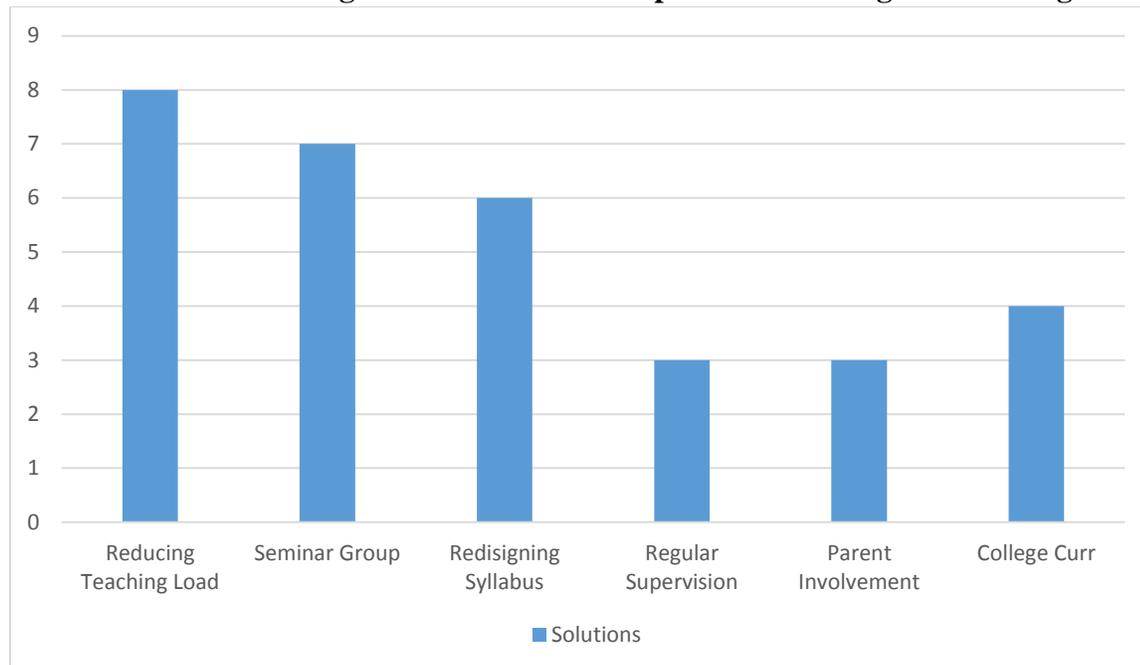
Fig 4.6 Solution to challenges

The above graph reveals that 8 respondents felt that teaching load for History teachers have to be reduced for effective implementation of different methodologies as it requires.7 respondents indicated that seminar groups for teachers will help to improve the use of field trips.6 of the respondents said that the syllabus should be redesigned in order to accommodate time wanted for practical material .The other 3 respondents felt that teachers need to be constantly supervised so that they use required methodologies. Also they were of the opinion that parents should be involved to cater for financial needs. Lastly, they also indicated that even the college curriculum should be revisited.

4.17 Document analysis

4.17.1Schemes of work
The researcher analysed teacher's schemes of work and attention was paid to methodologies and activities. Of all the 9 schemes of work that researcher saw, not even 1 mentioned field work as a methodology. In the activities, teacher never referred to the outside environment. The methodology that were frequently used were group discussions, presentations and teachers explanation of the concepts. The structure of the schemes subheadings contained, methods and activities, competences, source, media and evaluations.

4.17.2The syllabus document

The Zimbabwe Ordinary level History is a course guide for the ordinary level History exams. The document gives a guide as to what content is to be covered during the two years course. It also recommends and suggests methodologies to be used. Under the methodology section, the

syllabus suggest that whenever possible teachers must carry out field studies to integrate theory with practice. Also the syllabus suggests that the students should have first-hand experience and this can be done through field studies and suitable examples of places to be visited are also given this include, Khame ruins, great Zimbabwe,.

The syllabus has 13 topics to be covered in a space of 2 years ,These topics are further divided into 35 subtopics and categorized by their nature that is African History and European History .The syllabus points out that there will be 2 papers , paper1 African History and paper 2 European History and each paper consist 100 marks. The questions cover the whole syllabus and students are required to choose 4 questions of their choice on every paper .All the 22 questions are essays except for question number 1 which is a source based question were a student is supposed to explain , describe what they see on the pictures . A student who is not critic enough cannot score higher marks in question number1, as a result most teachers encourage their students not to choose the question.

4.18 Discussion of the findings

The data analysis indicated that the use of field trips increases the ability of learners to grasp concepts and be able to retrieve the concepts in the future which is an indication of permanent learning. This well agrees with the idea of Aggarwal (1996) who says that field trips are used as a planned technique whereby teachers and pupils attempt in a conscious by planned and purposeful effort to arrive at some explanation or solution to some educationally significant difficulty. This explanation really supports that when field trips are used, they allow learners to solve educational problems. The findings showed that all teachers were trained holding diploma in Education and some degree qualifications in History. Teachers indicated that their teaching

periods were above 30, a clear indication that the district is heavily understaffed. This could be a contributory factor towards the non-use of fieldtrips in the district. The large teaching load also implies a tightly packed timetable meaning that there is little room to create time for fieldtrips.

Biddle and Stimson (1968) says fieldwork in school grounds needs at least half day meaning that it is time consuming. Dunlop (1981) also asserts that the creation of successful fieldwork needs exercises which will further increase the work load. Again the use of this out door learning requires more attention in terms of monitoring and controlling of the learners .Cohen (1981) also supports the idea when he stated that use of seminars and field trips in teaching and learning needs skilful management in order to achieve the intended outcome.

From the observations it is clear that the teaching load possess a great challenge which limits chances of caring out fieldtrips in the teaching History. Seminar are seasonal by conducted in the district hence this means to serve as platforms at which members share and discuss trends in the teaching and learning of History. Ndlovu, (2011) stated that group interactions work well to staff induct and develop members of the History department.

Teacher's colleges in Zimbabwe also miss integration of fieldtrips in their curriculum hence it become difficult for their graduates to put it into practice. To ensure that fieldwork is taken serious, it has to contribute towards the final examination mark. The United Kingdom system, they require fieldwork which is examinable at both college and at school level. Marker (1981) states that lack of understanding militates against the use of fieldtrips. Most of the respondents perceived fieldtrips as travelling long distances away from the school, while in some cases the local environment   might provide necessary information .Jones ,(1998) observes that the amount of work and details can   achieve high standards and quality learning. Fisher and Binns,(2000) warn that whilst there is much   that can be gained in fieldtrips , it is vital to note

that fieldtrips are sensitively placed in a broader learning context and that teachers should guard them against being predominant.

Respondents felt that there was not enough time for carrying out fieldtrips. This could be due to the time table as teachers are guided by the syllabus which has to be completed before examinations hence most teachers felt that fieldwork is time consuming. This view is supported by Bailey (1981) when he says that the question of method to be used by the teacher brings him against the inexorable relationship between feasible teaching methods, time available, staff load, amount of syllabus content to be covered and the examination. From the findings, there were 3 female History teachers. Both female and male teachers faced the same difficulties when trying to use fieldtrips in the teaching and learning activities. The findings contradict the issue raised by Maguire in (Kent et al 1997) when she raised the issue of gender in relation to the nature of fieldtrips especial by in hash environments.

Also teacher's incompetence was noted as teachers were not self-motivated to carry out field task. Nicol (1975), notes that lack of understanding of what fieldtrips involves is one of the problems that militate against the use of fieldwork. However, Gold and Jenkins, (1991) say fieldwork is intrinsic to History as clinical practice to medicine. Some respondents felt that the syllabus was too long and the fieldwork does not contribute towards the final mark. This means teachers will be more concerned with examination material.

4.19 summary

The chapter focused on the presentation, analysis and discussion of the findings .Frequency tables, pie charts and bar graphs were used to present the data. A discussion pointed out the possible reasons as to why the above listed could be limiting factors in the use of fieldtrips.

Several challenges were unearthed and these include, finance, teacher's incompetence, time frame, wrong perception about fieldwork as well as nature of the syllabus. The next chapter is going to focus on the summary, conclusions and recommendations of the study.

CHAPTER 5

SUMMARY, CONCLISION AND RECOMMENDATIONS

5.0 Introduction

After the presentation of data, data analysis, and discussion of the findings in the previous chapter, this chapter give a brief summary of the whole project. The conclusions are also drawn from the findings of the study. Recommendations to pertaining the research findings were suggested in order to give possible solutions to the identified challenges faced in the use of field trips in the teaching and learning of History at Ordinary level.

5.1 Summary

The focus of the study was to investigate the challenges faced in the use of fieldtrips in the teaching and learning of History at ordinary level in Gwanda South rural secondary schools. Fieldwork is a major methodology that the ordinary level syllabus prescribes for the teaching of History. However the methodology is rarely used. This triggered the researcher to investigate the challenges that are associated with fieldwork. The study is meant to benefit both History teachers and students, Schools, the examination board, the Curriculum Development Unit and other interested stakeholders.

Despite the motive behind carrying out this study, the researcher was faced with challenges such as, time factor, and financial inadequacy. Thus the restricted researcher to schools that were close to her school during her work related learning period. The researcher reviewed related literature before collecting data. The related lilted literature was based on the value placed on fieldtrip by various countries with particular attention to the United Kingdom and South Africa.

Literature review also looked at other researcher's views as well as possible solutions to these challenges. As that was not enough, an attempt was made to review the extent of use of fieldtrips in the district. The researcher used the qualitative research paradigm. Within the qualitative paradigm, the descriptive survey design was adopted. A descriptive survey entails the use of words to explain social characteristics to gain a better understanding of given themes.

Out of the 16 secondary schools in the population, 3 schools participated in the study. To select the sample, the researcher first used cluster sampling so as to include 3 schools in Gwanda district .These schools are government day Secondary schools and 1 boarding school. The purposive sampling targeted the school head. In the selection of schools, the researcher used convenience sampling to iron out the problems presented by the accessibility and availability of time.

The researcher sought informed consent from the respondents before issuing out the data collection instruments. The instruments were personally administered. Questionnaires, interviews and document analysis were used to collect data .The researcher then presented the data using tables, pie charts and bar graphs .The data was then analysed by themes, question by question. A discussion of the findings then followed the presentation and analysis .The findings revealed that a number of challenges limited the process of carrying out fieldtrips.

5.2 Conclusions

Basing on the findings the researcher has come to conclude that there are challenges faced in the use of fieldtrips in teaching and learning of History at ordinary level. The challenges that were identified included , time as the main factor, financial problems, lack of equipment, teachers incompetence, nature of syllabus, the behaviour of students outdoor, lack of parental support

etc. The researcher concluded that the national syllabus does not put much emphasis on the most preferable methodologies to promote the use of fieldtrips as highlighted above. It can also be concluded that undertaking fieldtrips in teaching and learning of History is gender independent since both male and female teachers showed they incidental use field trips in the teaching and learning since it does not contribute towards the final mark.

5.3 Recommendations

The study suggests the following recommendations:

- ➢ The formulation of district seminar groups that will serve to staff develop new and old members in the History field should be encouraging active participation.
- ➢ The provincial and district inspectors should ensure constant and effective supervision of teachers to encourage use of fieldwork as a teaching strategy in History.
- ➢ The Ministry of Education Sports and Culture to reduce the protocols and even the time that is taken for the procedures and approval of the field trips so that teachers will be able to organize and uphold fieldtrips as many as possible to facilitate teaching and learning of History.
- ➢ The school heads were also encouraged to keep on revise the penalties given to pupils who can be found misbehaving during the time where they will be out for field trips.
- ➢ The examination board should make fieldwork examinable and contribute to the learner's final mark.
- ➢ The development of the syllabus, the Curriculum Development Unit should strongly emphasise use of fieldtrips as a teaching strategy in History. .

- Pupils are also encouraged to behave during the time when they go out of school premises for outdoor learning properly.

- Colleges for teachers training should make fieldtrips compulsory and contribute towards the final mark at the end of the course.

- During teaching practice, student teachers should be observed carrying out fieldwork in their teaching.

- Issues that affect teacher's incompetence should be discussed through in-service training.

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Appendices

APPENDIX 1

QUESTIONNAIRE FOR HISTORY TEACHERS

I am a student pursuing a Bachelor of Education Honours Degree in History at Midlands State University. I am carrying out a research on investigation on the challenges faced in the implementation of fieldtrips in the teaching and learning of History at Ordinary level in Gwanda South District. The information that I am gathering is purely for academic purposes and will be treated with confidentiality. I therefore kindly ask you to answer the following questions honestly. Thank you in advance.

1. Age   Below 20 ☐   20 – 29 ☐   30 – 39   Above 40   ☐

2. Sex   Male ☐   Female ale`   ☐

3. Highest professional qualification   A level ☐

                                         Diploma ☐

                                         Bed ☐

                                         Med ☐

                                         Other: Specify…………………………………..

4. Nature of qualification   Teaching ☐   Non – teaching   ☐

5. If teaching, what subject did you specialize in?..

6. Teaching experience   0 – 5 years ☐   6 – 10 years ☐

                               11 – 15 years ☐   Above 15 ☐

7. What other subjects do you teach apart from History? ……………………………...

8. Do you have the 2013 – 2017 History Syllabus?   YES ☐ NO ☐

9. What is your teaching load?...

10. Does your teaching have a bearing on your performance?   YES   NO

11. If the answer to question 10 is YES, how?..

12. Have you ever used fieldwork in the teaching of History?   YES ☐ NO ☐

13. If YES may you please explain why and if no, may you explain…………………………

14. When you were at college during teacher training, did the curriculum contain fieldwork

   YES ☐   NO ☐

15. If the answer to question 14 is YES, was it examinable?   YES ☐   NO ☐

16. What contributions did fieldwork exercises contribute towards your final mark?

   10% ☐   20% ☐   30% ☐   40% ☐   50% ☐

17. What do you understand by fieldwork?...

18. Are there History seminar groups in the district?   YES   NO

19. If YES, how often do you meet?

   Weekly ☐   Monthly ☐   Termly ☐   Annually ☐

20. What issues are discussed during seminar meetings?...

21. What   challenges   do   you   face   when   implementing

   fieldtrips?..

   ……………………………………………………………………………………………
   ……………………………………………………………………………………………
   ……………………………………………………………………………………………
   ……………………………………………………………….

22. What do you think can be done to improve the use of fieldwork in the teaching of

   History?...

   ....

Appendix 2

QUESTIONNAIRES FOR HISTORY STUDENTS

1Do u use field trips at your school?

……
………………………………………………

2If yes how often do you use them?

……
………………………………………………

3What do you think are the advantages of using fieldtrips as a teaching aid?

……
………………………………………………

4What are the challenges you face when trying to make use of fieldwork?

……
…………………………………………………..

B How have the administration addressed the issue?

……
………………………………………………….

5 As student what support do you make to make fieldtrips successful

……
…………………………………………..

6 what can be done to change bad behaviour of students when learning is done out doors?

……
…………………………………………..

7 how can use of field work maintained and fully implemented at your school?

……
…………………………………………..

 8 What are your views and comments on the use of field trips?

……
………………………………………………

SECTION B: TICK YOUR CORRECT RESPONSES ON THE TABLE BELOW

ITEMSDESCRIBED	AGREE	DISAGREE
Fieldtrips are normal used at my school		
Fieldtrips can improve student performance		
Students gain concrete evidence on fieldtrips		
Students understand better if they see what is described by words		

APPENDIX 3

INTERVIEW GUIDE FOR SCHOOL HEAD

1. In what discipline did you train?

2. During your lesson observation, do history teachers use fieldwork as a methodology?

3. Does the school have current syllabus?

4. Are there workshop and history seminar groups in the district?

5. If there are, would you suggest your teachers taking part?

6. Do your teachers ever request for time for fieldwork?

7. What is your general perception about fieldwork?

8. What efforts do you make as a head to ensure that fieldwork is under taken?

9. What challenges do you face in trying to implement/promote fieldwork and field trips?

10. Have you ever discussed the issue of field work with SDC Committee or parents?

11. How did they perceive the idea?

12. How many history teachers do you have in your school?

13 Are your history teaches trained to that specific area?

APPENDIX 4

DOCUMENT ANALYSIS SCHEDULE

1. Schemes of work

   (a). methods and daily teacher – pupil activities

   (b). other sub headings in the scheme.

2. The Syllabus

   (a). Topics to be covered

   (b). Assessment criteria

   (c). Methodology to be used

3. School documentation

   (a). Results analysis

   (b). School expenditures document