

UNIVERSITY OF EDUCATION, WINNEBA

**TEACHERS PERCEPTIONS OF EDUCATIONAL FIELD TRIPS IN
THE TEACHING OF SOCIAL STUDIES IN BOLGATANGA
PREPARATORY JUNIOR HIGH SCHOOL**



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**A dissertation in the Department of Social Studies Education,
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DECLARATION

Student's Declaration

I, Atiah Apambila Gordon, declare that this Thesis, with the exception of quotations and references contained in published works which have all been identified and duly acknowledged, is entirely my own original work, and it has not been submitted, either in part or whole, for another degree elsewhere.

Signature:

Date:



Supervisor's Declaration

I hereby declare that the preparation and presentation of this work was supervised in accordance with the guidelines for supervision of Thesis / Dissertation / Project as laid down by the University of Education, Winneba.

Name of Supervisor: Dr. Seth Frimpong

Signature:

Date:

DEDICATION

I dedicate this piece of work to my wife and children for their inspiration, contribution and support for me.



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Research work like this requires the services and guidance of people who are more experienced, resourceful and knowledgeable. In this view, I would like to express my heartfelt thanks to my academic advisor, Doctor Seth Frimpong of Social Studies Education Department, University of Education, Winneba), for his regular feedback and advice during this Master's thesis. Doctor Seth Frimpong has read my work several times and provided detailed comments in terms of organisation, language and content of the work (thesis). He supported me from the beginning when I was conceptualizing the topic and the approaches I needed to implement in terms of collecting and analyzing the data up to the end of the project. I am highly privileged to enjoy his professional guidance and it is my prayer that the Good Lord will continue to bless him with good health and life. I also thank Mr Cletus K Ngaaso, Head of Department of Social Studies Education, (University of Education, Winneba), Dr David N Zure Lecturer, Social Studies Department, UEW) and Doctor Eshun (University of Education, Winneba), for their guidance, encouragement and assistance given to me during the study as well as shaping my research topic. I gratefully acknowledge all those Social Studies teachers that participated in my research. Without their reactions and opinions, an essential part of this research would have been missing, and this study would not have been possible. I would also like to thank all the Heads for allowing me to carry out the study in their schools. Furthermore, in writing this thesis, many publications were consulted and so, I am highly indebted to all the authors whose works were quoted either directly or indirectly. Finally, my sincerest gratitude goes to my Parents, Mr. Atiah Ayamga Akongsisigo Atiah, also to my Uncle Mr Apaalawine Ayamga whose financial support and advice saw me through my primary to my University Education.

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ABSTRACT

This study set out to assess teacher's perception and utilization of educational trip in teaching social studies in Bolgatanga Preparatory Junior high School in Bolga and Bolgatanga Municipality in the Upper East Region of Ghana. Four research questions guided the study: these were; What is the perception of teachers regarding the concept of educational trips and experiential learning? What are teachers' motivations towards the use of educational trips in teaching Social Studies? Which factors demotivate teachers about the organization of educational field trips? What is the extent of teachers' use of educational trips in teaching and learning of Social Studies in basic Schools in the Bolgatanga municipality? One descriptive survey design was used for the study. The major instrument for data collection was a questionnaire. Data from this source were then triangulated with interview. Random sampling method was used to select the teachers and students for the study. In all, fifty (50) students and four (4) Social Studies teachers were selected from Junior High Schools in the Upper East Region. Findings of the study indicated that Social Studies teachers have adequate knowledge on the concept of educational field trips. The research further revealed that Social Studies teachers do not often use educational trips in teaching Social Studies. The rare use of educational trips by teachers for the teaching and learning include: Difficulties with transportation (including cost) time considerations (preparation, fitting into the school timetable) and Lack of support from school administrations for educational trips. The study recommends that teachers in junior high schools should be encouraged by the use of educational trips as instructional resource to enhance the teaching and learning Social studies. Teaching time tables should be planned by the social authorities such that they make room for the organization of educational trips. This would promote effective teaching and learning. Ghana Education Service (GES) must ensure that the policy formulated on the utilization of educational trips in the teaching of Social Studies in the Junior High Schools, specified in the 2010 Junior High School Syllabus, is implemented in order to enhance effective teaching and learning of Social Studies.

CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

The purpose of education is to develop the knowledge, skills or characters of students. Thus education is the process of learning and knowing, which is not restricted to schools or textbooks. Education is very important for an individual's life. It is a major aspect of development of any modern society. The importance of education is evident at every stage of education whether at primary, junior secondary, senior secondary and in higher education.

One type of informal learning experience, more commonly known as educational field trip, is valued by many educators for its potency to increase interest and enhance the information that is being taught inside the classroom. There are many other reasons that formal educators can also use educational field trip as a supplement to the curriculum. Educational field trips have many purposes, and it is a good way to create the interest of showing in a subject. It can be used to introduce a unit that is about to be covered in class, and is also used at the other end of a unit, as a follow up with the purpose of illustrating and reinforcing the lesson just learned. It can also provide a point of relevance by showing how the subject can be used in the real world. It is also utilized to enhance concepts and motivate students to want to learn more. All of these purposes have one thing in common; they are intended to increase the interest and understanding of the subject to the students.

Educational field trips, according to Shakil, Faizi and Hafeez (2011), is a progressive method of learning by which the student goes through the necessary learning

experiences under the leadership and guidance of the teacher. It is helpful in developing the complete personality of the students like their physical, mental, social and emotional development. Educational field trip gives students the opportunity to have first-hand experiences and to explore the world. It helps students to interact with what they are learning.

Educational field trip allows for actual tactile experiences, students are able to see it, manipulate it or participate in it physically. Usually, field trip is organized at larger scale, therefore the students are divided into different groups and a leader is chosen among the groups. The other students have to abide by his instructions. It helps to develop the ability of obligation and leadership qualities in students. During educational field trip, students have to abide by rules and regulations and they have to do their work properly and systematically under the supervision of a teacher or guide. This will help to instill discipline among students which is not only beneficial for their educational life as well as their practical life. The main purpose of the trip is usually observation for education, non-experimental research or to provide students with experiences outside their everyday activities. Field trips give students the enormous opportunities to make observation which is a big source to enhance mental development (Shakil, Faizi & Hafeez, 2011).

Educational field trip provides an opportunity for social training of the students because field trip is taken in large groups and students are included from different social backgrounds, it gives students a chance to get to know each other and interact in a more relaxed environment. These interactions teach them how to behave in different settings. It will also help to control or show balanced emotions in

different type of situations.

Educational field trips have a long history. Children, from time immemorial, have learned by being with their parents or placed in apprentice situations with employers for most of human history. In a sense, field trips were the norm, until the invention of formal education. In the ancient time before Christ, the Greeks took their children to different places where children participated in different activities to develop their physical fitness. The state named Sparta was famous for their physical training. The same is the case with Athens where children were trained physically and very toughly. Butressing the above statement, Aggarwal (2008) describes that over the years, educators and philosophers like Comenius (1592-1670), Rousseau (1782- 1852), Pestalozzi (1746- 1827), Herbart (1746-1841), Froebel (1782-1852), Spencer (1820-1903), and Dewey (1859- 1952) have pointed out the need for reinforcing abstract learning with concrete experiences. In western countries England is a good example for training physically their children. Apart from England other European countries like France, Germany and Italy also organized educational field trips at every educational level. Further, Panneerselvam and Santhanam (2006) assert that there are various types of educational field trips which are conducted by the institution accordingly such as: local trip, community trip, tour or Journey, imaginary tour, inter-school visit and individual trip.

Educational field trips have great potential to positively affect students' learning (Farmer, Knapp & Benton, 2007; Flexer & Borun, 1984; Lisowski & Disinger, 1991; Mackenzie & White, 1982) and students' attitudes towards their education (Hannon & Randolph, 1999; Michie, 1998; Price & Hein, 1991; Wendling & Wuensch, 1985).

Field trips provide real world settings in which students are challenged to apply knowledge learned in the classroom. Many students enjoy the less formal setting in which learning takes place (Braund & Reiss, 2006; Falk, 1983; Flexer & Borun, 1984). As a result, these students may become more excited about their school subjects (Michie, 1998; Storsdieck, 2001). Though field trip itself tends to be a short-term outing, the effects of this trip on students may continue for many months to years after the field trip (Farmer, Knapp & Benton, 2007; Mackenzie & White, 1982). According to Youth Learn Initiative (n.d) educational field trip is a great way to bring excitement and adventure to learning. However, Shakil, Faizi and Hafeez (2011) note that with the availability of learning materials on the internet some teachers and students may question why field trips are needed anymore. Field trip can be troublesome and difficult to organize and supervise. But it does provide learning opportunities that cannot be experienced in the classroom. It is a great way to communicate difficult information. Through educational field trip most of the concepts and phenomena may be easily clarified, understood and assimilated and with the help of this, a good deal of energy and time of both the teachers and students can be saved. It is clear that going on a field trip is a wonderful way to extend a learning experience in such a way that the students not only understand the concept, but also understand how it connects to their world. Field trip is also vital for students to have a chance to view and explore historical places and different social institutions.

Moreover, field trips provide an opportunity for the students to visit a new place, meet new people and see and understand things for themselves. Educational field trips are very important because they are a way to bring the students closer together, they

are very helpful for physical fitness of students, and they are also a source of entertainment. Educational field trip is very helpful to provide a future professional and vocational direction. It opens the eyes of students, not only with information but with ideas also. However, Aggarwal (2003) describes that educational field trip is also helpful for the teachers to clarify, establish, co-relate and coordinate accurate concepts, interpretations and appreciations and enable them to make learning more concrete, effective, interesting, inspirational, meaningful and vivid. Thus, it can be said that educational field trip is helpful in completing the triangular process of learning that is motivation, clarification and stimulation.

Further, it will also help to control or show balanced emotions in different types of situations. Educational field trip provides entertainment for students learning and fun makes a great combination. Field trip is considering fun, but the students learn as well. Educational field trip helps improve students cognitive and inquiry skills. They provide plenty of opportunities to the students to show their abilities which are usually kept hidden in their educational institution (Aggarwal, 2008). Few educators would question the value of learning through experience, and research has indicated that field trips can be educationally effective from both a cognitive and affective standpoint (Falk, 1983; Koran, Koran & Ellis, 1989; Tuckey, 1992; Marshdoyle 1982; Tofield, Coll, Vyle & Olstad, 2003). Field trip may also allow students without a particularly sttskyrong interest in academics to experience success, and may promote favorable attitudes toward learning in students (Ramey-Gassert, 1997; Price & Hein, 1991). A visit to a zoo or an aquarium might be enough to spark what will become a lifelong passion for certain students. And, unlike learning in schools, which is often motivated by extrinsic factors such as grades, informal learning

institutions such as zoos and aquariums may present complex information in more interesting and diverse ways, thus motivating students to learn more through their own intrinsic motivation (Csikszentmihalyi & Hermanson, 1999). Many classroom teachers agree that experiential learning outside the traditional classroom offers a valuable addition to the students learning experience, even if the gains made by students are more effective than content-related (Marshdoyle, 1982; Melber, 2008). As with any type of educational program component, field trip should be designed around specific educational objectives. A field trip should be designed so that participants can easily make connections between the focus of the field trip and the concepts they are learning in the rest of the educational program. Numerous research studies in social studies education have documented significant increases in participant's factual knowledge and conceptual understanding after participation in well-planned field trip. The use of educational field trip has long been a major part of the education programming for both youth and adults. However, due to funding limitations, time constraints, and increased liability concerns many education professionals balk at requests for field trip. In spite of these concerns, well-planned field trip can be a valuable tool in the extension agent educational toolbox. An educational field trip can be an integral part of the instructional program.

Good field trips provide Participants with firsthand experience related to the topic or concept being discussed in the program. It provides unique opportunities for learning that are not available within the four walls of a classroom. However, despite the aforementioned advantages of educational field trip towards effective teaching and learning of social studies, very few teachers of social studies ever try to utilize it for the benefit of promoting students' learning. This is worrisome especially in this

21st century where teaching and learning is undergoing massive restructuring, remodeling and revitalization to suit the current demands and also to stand the test of time. Based on the above, this study examined the effects of educational field trips on academic performance of Junior High School Social Studies students in Bolgatanga preparatory Junior High School.

1.2 Statement of the Problem

The choice of effective, adequate and relevant teaching technique by a qualified social studies teacher taking into consideration the topic to be taught and the students' level and ability is the starting point and a foundation for attaining effective transaction and communication between teachers and students in the social studies classroom. This is because the success or failure of social studies lessons depends on the choice and utilization of effective teaching technique by the social studies teacher.

The teachers of social studies are still accustomed to traditional methods of teaching especially the lecture and didactic techniques despite the availability of learner-centered and activity-based teaching techniques which encourage effective communications and transactions between teacher and the students.

1.3 Purpose of the Study

The purpose of this research was to examine the teachers perception of educational field trips as a technique of teaching and learning of Social Studies in Bolgatanga preparatory Junior High School.

1.4 Objectives of Study

The study's specific objectives were to:

1. Assess the perception of teachers about the use of educational fields trips to Bolgatanga preparatory JHS
2. Assess teachers' motivation towards the use of educational field trips in the teaching and learning of Social Studies.
3. Determine the factors that demotivate teachers about the organization of educational field trips.

1.5 Research Questions

The study sought answers to the following questions:

1. What are the perceptions of teachers of Bolgatanga preparatory JHS about the use of educational field trips in teaching Social Studies?
2. What are teachers' motivations towards the use of educational trips in teaching Social Studies?
3. What challenges do Social Studies teachers at Bolgatanga preparatory school face using field trips as a technique of teaching?
4. How often do Social Studies teachers at Bolgatanga preparatory school use field trips as a technique of teaching the subject?

1.6 Significance of the Study

Ghana considers education as an instrument for development, which it intends utilizing to attain development in all its ramifications. Social Studies education is to assist Ghana in this direction by instilling moral values and decorum among other things to its learners aimed at producing effective citizens-who will be useful to

themselves and their country at large. Therefore, if the above statements are true, then effective utilization of teaching and learning methodologies, techniques and procedures are inevitable to make the vision and mission a reality. This will help in no small way producing an informed and well- disciplined citizenry.

Day in day out new things emerge with its attended complexities. It is therefore hoped the findings and recommendations that would come out from this research work would be much beneficial to other researchers who might want to undertake further investigations into contemporary issues regarding effective and learning of Social Studies with field trip as a case study.

Additionally, the research findings would serve as a reference document or guide for Social Studies teachers to ensure effective teaching and learning of the subject and as far as possible reduce the incidence of abstract teaching and learning.

Again, it is envisaged that the study when completed would help social studies teachers to adopt effective ways of organizing field trips and to generate much interest among them in organising more of such out of door activities in teaching and learning of Social Studies.

1.7 Scope of the Study

The study examined the teachers perception of educational field trips in the teaching of Social Studies in Bolgatanga Preparatory Junior High School in the Upper East region. The study covered JHS 3 students of social studies at Junior High school of Bolgatanga Preparatory Junior High School. It also includes all the Junior High Schools in the Bolgatanga Municipality. However, natural resources

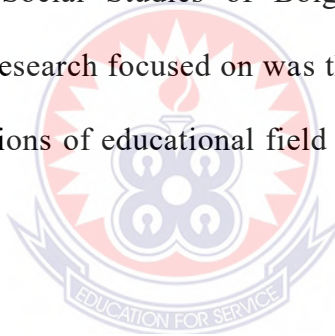
and physical environment extracted from the students" scheme of work were the topics covered with the students.

1.8 Limitations

1. Most of the teachers interviewed on perception of educational fieldtrips in teaching and learning of social studies felt reluctant to give responses.
2. Difficulty in getting back the questionnaire administered to respondents.

1.9 Delimitation

The study was delimited to the teachers perception of educational fieldtrips in teaching and learning Social Studies of Bolgatanga preparatory J.H.S. The specific area where the research focused on was the Bolgatanga Preparatory J.H.S and the teachers perceptions of educational field trips in teaching and learning of Social Studies.



CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

This chapter reviews related literature of the study. It examines the views of authors who have relevant materials on the subject of study from both theoretical and empirical perspectives. The literature was reviewed under the following sub-headings.

- Theoretical Framework
- The historical overview of how and why field trips were first used by teachers.
- Definition of field trip
- Importance of field trips in the teaching of social studies.
- Challenges that prevent teachers from organizing educational trip

2.1 Theoretical Framework

This study is anchored on Vygotsky's sociocultural theory of human learning. Vygotsky's sociocultural theory of human learning describes learning as a social process and the origination of human intelligence in society or culture. The major theme of Vygotsky's theoretical framework is that social interaction plays a fundamental role in the development of cognition. Vygotsky (1978) believed everything is learned on two levels. First, through interaction with others, and then integrated into the individual's mental structure. Vygotsky (1978:57) posits that, every function in the child's cultural development appears twice: first, on the social level, and later, on the individual level; first, between people (interpsychological) and then inside the child (intrapsychological). This applies equally to voluntary attention, to

logical memory, and to the formation of concepts. All the higher functions originate as actual relationships between individuals.

2.2 The Historical Overview of how and why Field Trips were First used by

Teachers

The use of field trips as an educational tool has its roots in the middle ages; although, the earliest references of field trips are being used by teachers dates back to ancient Rome and Greece (Atyeo, 1939; Krepel & DuVall, 1981). Even Aristotle and Socrates advocated for the use of vvvv field trips as an educational tool (Krepel & DuVall, 1981). Books which followed the invention of printing, and the gradual establishment of universal education, educational emphasis was transferred to the printed page, and the word “education” tended more and more to become synonymous with book-learning” (Atyeo, 1939, p.2). It was many years later, with the teaching of natural sciences such as geography, physics, and botany; where schools wished to establish some form of laboratories so that students might actually “handle for themselves the objects of which they studied, and prove for themselves some of the truths that could be merely stated in the textbook” (Atyeo, 1939, p. 3). Some subjects required the gathering of specimens and thus trips to fields, or field trips were organized and in some case students were able to participate. Thus, field trips as we might recognize them today were born as an offshoot to the laboratory method of instruction.

One of the earliest records of a school excursion dates back to the late eighteenth century where a German schoolmaster periodically took his students on learning treks in order that they might “love nature, observe keenly and travel extensively” (Atyeo, 1939:14). Students made detailed preparations for each excursion, studying the

provisions that were needed, memorizing the boundaries and customs of the people who lived there, and learning about the industries and products that the people relied upon. Students were also given responsibilities as some were tasked as guides and others as watchmen. Learning treks occurred regardless of the conditions of the weather; in fact, dredging through these hardships were considered assets as they “strengthened [students’] moral fiber” (Ateyo, 1939:15).

Additionally, the itineraries were rather extensive and exhaustive. The following is an example of one school excursion that the German schoolmaster conducted:

The day began with early mass in a Catholic church, after which a tour was made of a cathedral under the direction of a priest. A Benedictine and Carthusian Monastery were visited in order that a comparison might be made. After a trip to a nunnery, the group visited a school of art and listened to an explanation of the paintings. In the course of the day the Imperial Library, a fortress, an arsenal, an orphanage, and museum were included in the itinerary. To conclude their program, the group visited a cell once occupied by [Martin] Luther (Ateyo, 1939, p.15).

According to Ateyo (1939), the German school excursions continued throughout the 1800s and up to the 1930s. Throughout that time period work was done to try to improve the excursion technique making them less exacting of mental and physical fatigue, while at the same time increasing productivity. One way of achieving this goal came through the provision of youth hostels. In 1911 there were 17 youth hostels but by 1933 they increased to some 2,000 and provided approximately five million nights worth of lodging for teachers and students (Ateyo, 1939).

Teachers also began to use school excursions as a means to increase students' knowledge about Germany's countryside rather than purely the development of their character. The frequency and durations of excursions would vary depending upon teachers and local regulations. Some teachers would take a week's long trip while others used multiple day trips a year. It was common that teachers would require students to take extensive notes during their excursions to later utilize when they returned to the school classroom as the center piece for months' worth of discussions and written reports (Ayteo, 1939).

Additionally, one of the most significant and unexpected outcomes of the excursion, as a learning method, was the development of local museums. In fact, school groups could be found examining local church records in order to discover interesting events in their town's history. These local museums would later serve as further justification for school excursions.

Indeed, field trips as one might recognize them today originated in Germany with the development of school excursions at the University of Jena under Stoy, the director of the Pedagogical Seminary; and later modified and enlarged by Rein (Ayteo, 1939; Krepel & DuVall, 1981). From these early beginnings, field trips became associated with the teaching of content knowledge and skills. Additionally, there are accounts of international students who attended the University of Jena; one American man and an English woman who would later return to their native countries as strong advocates of the school excursion movement (Ayteo, 1939).

England also developed a system of field trips known as school journeys, which referred to trips taken abroad. "One of the first known English school journeys

occurred in the summer of 1877 when J. H. Cowham, a geology teacher, took 60 students to visit the Swiss Alps in order to study “live” glaciers (Atyeo, 1939, p.27). Over the coming decades, school journeys became so popular in England that in 1911 George Gregory Lewis, a London headmaster, led the way in creating a non-profit organization called the School Journey Association” (Atyeo, 1939).

One of the association’s main aims was to eliminate prejudice, as its motto, “Travel is the slayer of prejudice,” conveyed (Barone, 2008, p.38). In order to promote the use of school journeys and achieve the goal of slaying prejudice the School Journey Association provided financial assistance, insurance, negotiated railway fares, and acquired inexpensive lodgings for school groups. One of the most popular field trips utilized by teachers was the “homeland journey”, as it was dubbed. The homeland journey included a tour of England in order to study not only the common subjects of geography and history but also the social life of its people. The social aspect of the school journey was something not typically found in the German excursions (Atyeo, 1939). As one might expect field trips were not limited to teachers in Germany and England. In fact, teachers from Japan as well as several other European nations including Austria, France, Italy, Poland, and the Soviet Union (Russia) to name a few all utilized school excursions; although, less extensively throughout the early years of the twentieth century (Atyeo, 1939).

Additionally, in most countries field trips were used to promote their government’s national educational pattern. For example, in the early years of the Soviet Union, the Young Communist Party led trips to factories and large cooperative farms in order to acquaint students with its industrial and agricultural programs (Atyeo, 1939), while in

Japan field trips were used as a means to promote interest in the literature and religion of “Old Japan” so that students might appreciate and love their country (Atyeo, 1939).

Field trips have long been used also in America, even during the colonial times Field trips were utilized by teachers as they took students outside to explore nature and learn first-hand from the resources around them (Barone, 2008; Dewey & Boydston, 1980). Benjamin Franklin even advocated for field trips to neighboring plantations in order to observe and reason upon the farming methods used (Atyeo, 1939). Just prior to the turn of the twentieth century, literature began advocating for the inclusion of school excursions in America; in fact, Charles McMurry was one of the first American proponents of field trips when in 1895 he described a three-part procedure for conducting field trips, which is still advocated for today by field trip scholars, in his book *Special Method in Geography*, (Krepel & DuVall, 1981). Of course, due to geographical and cultural differences, between America and Europe, field trips were often organized and conducted differently.

However, with the technological advances of transportation field trips in America were offered a new beginning. By the early twentieth century field trips in America began to stretch farther away from local industrial areas, farms, and landscapes; so far in fact, that field trips were deemed vital for the less affluent students as it would provide them with life experiences that they could not afford otherwise (Atyeo, 1939). Field trips grew in popularity as is evident by the actions taken by the city of Philadelphia school board, when in 1921; they created guidelines for how to successfully conduct field trips:

1. That excursions be carefully planned and closely connected with regular class work.
2. That teachers stimulate and supervise the activity of the pupils in working out the excursion but not rob them of educational opportunities by doing the work for them.
3. That teachers check-up the results of excursions carefully but at the same time not destroy the spontaneous fun that is so real a part of the excursion.
4. That an approved excursion which for good reasons cannot be scheduled for after-school hours be carried out on school time, when the school program permits (Atyeo, 1939, p.46).

Eventually, by the 1920s educational researchers began to examine school excursions as a unique teaching technique (Barone, 2008). Henry Atyeo's (1939) book, *The Excursion as a Teaching Technique*, documented the burgeoning use of field trips throughout America and established the value that teachers placed on them. In 1980 Jack Mason created an annotated bibliography that included Atyeo's book as well as 42 other works that were published between 23 1921 and 1977. Based on his review of the research literature, Mason (1980) encouraged the use of field trips due to the favorable findings on how field trips facilitated the acquisition of certain cognitive and affective learning outcomes.

Beginning in the 1980s and continuing into the 1990s, the Association of Science and Technology Centers (ASTC) experienced a dramatic increase in the construction of science centers and museums (ASTC, 2012). Coincidentally, research on field trips also began to increase during this time period. Yet, studies began to emerge that contradicted earlier research (Muse, Chiarelott, & Davidman, 1982) and the analysis

indicated that “field trip[s] alone may not be as educationally productive as once believed” (Muse et al., 1982, p.123). However, the majority of the research in the 1980s still found field trips as an effective educational tool for certain cognitive, affective, and social learning outcomes (DeWitt & Storksdieck, 2008). Yet, scholars began to call for future research to go beyond the simple question of whether or not students learn as a result of field trips (Bitgood, 1989).

Furthermore, much of the research on field trips has focused on and is intended for either those who teach at the elementary level or those who teach in science related disciplines such as biology, geology, physics, etc... (Barone, 2008). Conversely, those who teach in social studies, language arts, or mathematics related disciplines, especially at the middle or secondary level, have had fewer research studies on field trips available to them. Although, much of the research on field trips, particularly studies related to student learning, student motivations, and teacher motivations and attitudes are applicable to all teachers regardless of the discipline or grade level they teach.

2.3 Meaning of Field Trip

Many terms have been used to describe the teaching and learning process which takes place outside classrooms or laboratories. Some scholars describe them generally as “out-door education “(Hug & Wilson, 1995). Similarly, there are other used terms including “study trips, educational walk” excursion” (Kilpatrick, 1995). Furthermore, Nacion–Brown et al. (1982) writing about field trips state that they consist of planned or organized visits to places of interest outside the classroom such as factories, universities agricultural projects, museums and house of representative. The above

definitions imply that field trips are usually planned activities aimed at imparting or acquiring knowledge, skills, values and attitudes under the guidance of the teacher.

According to Hale (1993), field trip is defined as "process of teaching and learning about the environment that may be conducted within the context of formal teaching through direct contact with the ecosystems, fauna and flora as well as with the natural resources (pg 86).

From all these definitions and explanations, fieldtrips simply may be taken to mean sending students out of the classroom to observe and study something they have learnt or about to learn in a lesson. That is the field trips can be few metres outside the classroom in the locality or outside the locality to reduce the all too verbalism in our classroom and given meaning to the content and therefore make subject matter more interesting, manageable, challenging and applicable for many students of the class. This will allow greater retention of usable knowledge from personal experiences in the locality.

2.4 Kinds of Field Trips

Formal field trips consist of planned, well-orchestrated experiences where students follow a documented format. Government agencies, museums, and businesses offer excellent formal experiential learning activities and programs, which are usually run by the venue's staff. One student's experience is essentially the same as any other student's experience. Teachers find such programs comfortable because the students are bound to a choreographed agenda. However, there are minimal opportunities for students to personally interact and connect to the experience (Rennie, 2007).

Informal field trips are less structured and offer students some control and choice concerning their activities or environment. When observing students interacting in an informal education setting such as a science center or field station, teachers are often

amazed by how much students know and which students possess the most knowledge (Rennie, 2007).

Informal education is a legitimate cognitive learning model. “Informal science experiences - in school-based field trips, student projects, community based science youth programs, casual visits to informal learning settings, and press and electronic media can be effectively used to advance science learning” (Hofstein & Rosenfeld, 1996, p. 106). Students feel at ease in an informal learning environment. The focus may be individualized, activities are not competitive or assessed, interaction is voluntary and unforced, and social interaction is encouraged. Together, these qualities create an intrinsically motivated student (Rennie, 2007) that encourages students to examine their connection to the local and national communities, as well as their connection to the local and global ecosystems (Krepel & Durrall, 1981).

Non-school related informal field trips such as family activities, also contribute significantly to children’s science knowledge (Rennie & McClafferty, 1995), although science knowledge and interest acquired at home may be compromised if the majority of experience occurs through the media such as television and the Internet, in which the children may have difficulty determining reality from entertainment.

2.5 Experiential Learning

It is important to understand experiential learning when discussing field trips. Experiential learning is authentic, first-hand, sensory-based learning. Experiential activities explore, touch, listen to, watch, move things, disassemble and reassemble. Learning consists of grasping an experience and then transforming it into an application or result (Kolb, 1983). The Association for Experiential Education defined

experiential learning as a methodology in which educators direct students to a specific experience, and then guide the students through reflection to “increase knowledge, develop skills, clarify values, and develop people's capacity to contribute to their communities” (Association for Experiential Education, 2012). Experiential learning is not restricted to a certain age levels. Infants, toddlers, and growing children develop all their skills and knowledge through experience.

Kolb (1983) described experiential learning using a spiraling four step cycle. A student has an experience. Reflection occurs as the student talks about the experience, and abstraction occurs as the student thinks about the experience. The student plans a new experience to test the new ideas, and the new experience takes place, and the cycle continues. Each time a cycle is completed, some learning has taken place. Although experiential learning appears to be simple, there are caveats to be considered. The learning process is not instant. Time is required to analyze and then synthesize a concept that accommodates into an already established knowledge pool. Experiential learning is not one dimensional. A learned concept will integrate with all previous knowledge. A student with many connections concerning a subject will accommodate new knowledge faster and with greater clarity (Kisiel, 2006a).

Experiential activities should play a significant, beneficial role in any science classroom. NRC (2009) illustrated that students who acquire hands-on, authentic experience may develop curiosity and interest, leading to a desire to learn more. Observation skills improve. Social skills develop as the students share perceptions and knowledge with others. Students may begin to look forward to classes and connect previous knowledge and experiences with the new concepts. A strengthened interest in science may lead the student onto a science related career path or establish

higher quality scientific literacy. Teachers also gain many benefits. Students are interested and motivated, permitting the instruction to rise to new and higher levels. Students who are interested and alert in class will learn the concepts, thus standardized test scores may improve.

A field trip with a single focus will provide a potential impact to students' cognitive skills, knowledge, interests, and future career (Hutson, Cooper, & Talbert, 2011). This may be particularly true for students who are academically challenged or described as 'at risk' due to low performance on high-stakes tests or performance in the classroom. Field trips offer a unique opportunity for students to create connections, which will help them gain understanding and develop an enjoyment of learning

Personal connections are important in environmental curricula, not only because students gain understanding through the connections, but also by developing emotional connections to the subject matter. Increasing awareness and care lead to increasing passion for the subject matter, no matter whether it concerns the environment, animals, or a social situation (Tal, 2004b; Tal & Morag, 2009; Variano & Taylor, 2006). With increased interest or passion, learning is promoted as students conduct deeper observations, give in to curiosity and conduct simple investigations, discuss the subject matter with peers and teachers, and construct more abstract connections (Falk & Dierking, 2000).

2.5.1 Teacher engagement during experiential learning

Once teachers are empowered and learn how to develop and orchestrate a successful field trip, they will be more inclined to schedule field trips (Tal & Morag, 2009). Ferry (1993) noted that preservice teachers, reluctant at first, gained an increased

desire to participate with informal, experiential lessons after receiving instruction about field trip pedagogy (Ferry, 1993). Teachers and community experts should meet and develop a working relationship that would enable teachers to consider local field trips as viable options for curriculum differentiation (Michie, 1998).

Ellenbogen, Luke, and Dierking (2004) provided five suggestions to empower teachers to forge stronger links between formal science education and informal, free-choice learning:

1. Opportunities to learn from local and media resources should be investigated and considered.
2. Effective field trips should be an integral part of every science program.
3. Teachers should investigate local resources, such as museums.
4. Teachers should help local resources understand and interface the curriculum and standards with the resource programming.
5. The local resources need to communicate important issues with the teachers.

2.5.2 Student engagement during experiential learning

Students find outdoor learning activities to be realistic, interesting and interactive, although it is not surprising that students who prefer to be indoors often prefer to avoid the outdoor climatic conditions (Hudak, 2003). But to maximize connections with past knowledge and classroom concepts, students still need somebody to discuss those connections. A method to connect concepts to experiences is through the immediate social network. Students may peer teach, explain what to look for or how to complete a task, read placards and signs to each other, and discuss their personal understanding of what they are experiencing. Rennie (2007) observed that quite often

the students who stepped out as peer instructors have been students who performed poorly in class.

2.6 Pedagogy and Role of the Teacher

Teachers have little training or pedagogical knowledge relating to the process of field trip planning and preparation (Michie, 1998; Tal & Morag, 2009). Preservice teachers experience a field trip during each clinical classroom observational visit, and it is not unusual if the preservice teacher went on a field trip during clinical classroom observations or student teaching. In spite of these many field experiences, preservice teachers generally are not taught the pedagogy or methods necessary to plan and orchestrate a field trip (Kisiel, 2006b; Tal, 2004). Anderson, Lawson, and Mayer-Smith (2006) illustrated that preservice teachers who gain field experience at a non-school venue gain a more functional, applicable view of constructivist education and teaching skills. For this reason, teacher education programs should include experiential education, and field trip preparation and implementation for all preservice teachers, who need to understand their responsibilities and role before, during and after a field trip (Tal & Morag, 2009).

According to Tal and Steiner (2010), teachers tend to fall into one of three patterns while on a field trip: 1) Teachers are involved and participate in all the preparation and field trip activities; 2) If the field trip is one that has occurred regularly over the years, school tradition may dictate that teachers follow an established routine, which may or may not be participatory; 3) Passive teachers do not participate with the students during the experience. For example, a teacher may rely completely on the school administration to set up a field trip, the teacher may not personally communicate with

or visit the venue, or during the field trip, the teacher disassociates from the field trip activities.

Just as professional development is necessary to train teachers how to present a new curriculum, professional development focusing upon field trips would help teachers understand the necessity of preplanning, participation, and student reflection (Dori & Herscovitz, 2005). Experience in planning and attending field trips is important for both teachers and students. The teachers need understand how to prepare and teach the students to learn out of the classroom., because the novelty of informal learning is a distraction to students who are unaccustomed to attending field trips or non-classroom settings.

Before the field trip. The teacher should visit the venue prior to the field trip, to learn the layout of the venue and determine whether the venue is suitable for all the students. Religious beliefs, for example, may require a realignment of the activities or development of a differentiated plan for the concerned students. During the student orientation prior to the field trip, the teacher should prepare students by describing the venue and its layout. The students should understand the focus or purpose of the experience, through a lesson designed to prepare a conceptual foundation on which the students may connect their experiences (Pace & Tesi, 2004; Rennie, 2007). Orion and Hofstein (1994) cited three variables that prepare students for field trips: understanding the venue layout, the focus of the activities, and being prepared to be in an open, informal venue, what the authors call “novelty space.” Reduction of the novelty space would enhance learning during the field trip. Prepared students know behavior expectations, increase interaction with the exhibits and look for the connections between the exhibits and classroom concepts. The school’s science

curriculum should connect to the venue and its focus. There is little question that a field trip is a valuable experience for the students, but it is important that the teacher connect the students' experiences on the trip with concepts and lessons taught in the classroom. The field trip should not be a stand-alone experience (Kisiel, 2006a).

During the field trip. As the field trip begins, the teacher may need to help some students

become comfortable in the new environment. As activities begin, the teacher should be prepared to interpret the venue's program leader's commentary to any unfocused or confused students (Rennie & McClafferty, 1995). During the field trip, students experience learning in an authentic, informal, natural setting. Each student's prior knowledge, gained both from the classroom and from their personal out-of-school experiences, is used to make connections to the field trip experience (Pasquier & Narguizian, 2006). The teacher should keep the students engaged. The venue's staff should work in concert with the teacher to help students make connections between the experience and the concepts involved. Generally it is the venue's staff's duty to keep the activities interesting.

Teachers often utilize worksheets to help students focus on exploring and learning the targeted concepts. Worksheets are quite effective when one worksheet is given to a small group, in which the students are better observers, interact more frequently, discuss the concepts, and ultimately develop more connections between the concepts and the experience (Kisiel, 2003; Rennie, 2007). Simple fill-in-the-blank task completion worksheets are not effective, when every student is responsible for his or her own data, where the focus is solely to fill in the data and not to explore or participate in activities (Kisiel, 2003).

Students respond to a field trip in a variety of ways. Average students may suddenly reveal a never seen before level of excitement, focus, and inquiry (Hefferan, Heywood & Ritte, 2002). Conversely, some students known for strong classroom performances might be less proficient in the field and may or may not enjoy the challenge to succeed in the new, informal environment. Each student is unique and each field experience is unique, so that every field experience will result in many different academic, cognitive, and social gains (Rennie, 2007). Student prior knowledge and experience define the cognitive foundation onto which new connections can be made (NRC, 2009). If done properly, students will build long term memories of the field trip experiences, especially among high school and college students (Wilson, 2011).

After the field trip. The teacher's actions after the field trip are very important. The students' experiences need to be reinforced through discussion, activities, reading, a television show or movie (Falk & Dierking, 2000; Kisiel, 2006a; Orion & Hofstein, 1994; Pace & Tesi, 2004; Tal & Steiner, 2006). Students need to solidify their new ideas and observations which have not yet made connections. Reflection will help build those connections, as well as reinforce the successful connections already made on the trip. Students generate greater understanding as teachers develop potential connections through reflection (Kisiel, 2006a). Students should discuss their observations and experiences, and in the case of elementary grades, create presentations to share with their classmates. During the remainder of the school year, the teacher should connect new classroom concepts to the students' field trip experiences (Rennie & McClafferty, 1995). In Tal and Steiner's (2006) examination of teacher's roles during field trips to museums, neither elementary nor secondary

grade level teachers carried out quality post-visit activities. Teachers must recognize the importance of post field trip reflection and debriefing to maximize student interest and learning

2.7 Teachers' Use of Field Trip to Evaluate Social Studies Lessons in the Junior High Schools of Ghana

A field trip, which may also be termed an instructional trip, school excursion, or school journey is a curriculum-approved trip with educational intent. Field trips as students' experiences outside the classrooms at interactive locations designed for educational purposes (Tal & Morag, 2009). A scholar defines a field trip as a form of teaching carried out in specific but relevant locations outside the school to learn or investigate certain issues or phenomena (Meiranti, 2012). He states further that field trips may serve as an introduction to a new concept, or provide experiences that reinforce ideas or topics introduced in the classrooms. This indicates that field trips are activities conducted outside the classroom which enable students to have a real feel of what is taught in the classroom to facilitate teaching and learning. It has the power of influencing the thoughts of students about the concepts taught in the classroom. Among the benefits offered by field trips are the following:

2.7.1 Helping students to develop social skills

Field trips can have profound effects on students' learning, attitudes, beliefs and perceptions, regardless of gender, ethnicity, and religious background. Field trips positively influence the interests and attitudes of students in Social Studies. Students develop their cognitive, affective, and psychomotor domains of learning when they move from the classrooms to the outdoor and real-life environment (Ebrahim et al., 2010; Görmez, 2014; Knutson & Crowley, 2016; Adisendjaja et al., 2019). Field trips

help to sharpen students' skills of observation and perception because it appeals to all the senses. By implication, field trips broaden the minds of students and help them to analyze issues in groups from different perspectives which boosts their confidence levels in and outside the classroom. Field trips are viable tools for assessing community resources for effective Social Studies instructions. Field trips provide unlimited potential for active learning in Social Studies. Social Studies centred on the current knowledge and understanding of what the subject is; issues centred and problem solving. This implies that critical thinking is the most important skill for problem solving, inquiry and discovery in Social Studies.

2.7.2 Exposing students to different situations

Field trip as an opportunity to do something new and different in a new environment, breaking away from the humdrum of the school routines (Nabors et al., 2009). Field trips reinvigorate students and breathe life into the lesson plans. Field trips train learners on how to go about their social responsibilities and heighten learners' interest in the career of their choice (Nabors et al., 2009). Field trip is the act of taking students out of the classroom into the community for the purpose of learning (Quashigah et al., 2014). This means that field trips play key roles in generating interest in Social Studies lessons. The very mention of a field trip often makes the most reticent students excited. Field trips have long been recognized as an important part of Social Studies education. With proper implementation, field trips enable students to interact and make effective connections to their prior knowledge in the class, the reading, and what they experience on the field. This will guard against teachers not assessing the salient areas that are the pith and core of the subject and not the mere standardized test (Madya Kankam et al., 20182014).

2.7.3 Creating connections to the curriculum

While fostering the development of social skills in students and exposing students to different situations are both very important and meaningful aspects of field trips, there is also an increasing need for field trips to relate to the curriculum. As the nation is moving closer and closer to a unified curriculum, driven by common goals, standards, and standardized testing, it is more important now than ever for teachers to be able to justify the use of certain activities (Kankam et al., 2014; Ramachandiran & Dhanapal, 2016). By this, the researchers can say that field trips are paramount to the teaching and learning of Social Studies as it aids teachers to relate students to what is taught in the curriculum for better understanding. It also makes the assessment of students easier for teachers and students since students can connect what is outside to what is taught in the curriculum.

2.7.4 Helping to translate the theoretical lessons to reality

Teachers with students can embark on field trips that will enable them to translate the theoretical lessons learnt in the classroom to reality. That is, students may be able to have real experiences with whatever they have learnt in the classroom. Students and teachers may be alternating between theoretical knowledge and the new knowledge they are acquiring through experience. This promotes formative assessment practices that enhance the efficacy of instructional strategies of Social Studies teachers (Bordoh, Bassaw & Eshun, 2013). Field trips helps to provide firsthand experience through which students' interest and motivation in Social Sciences are stimulated using relevant learning methods and interrelationships (Michie, 1998). Field trips strengthen observation and perception skills, and also promote personal (social) development. It can be deduced that, teachers who have not been integrating field

trips in their lessons make it difficult for students to comprehend certain concepts taught in the classroom. This is because teaching will be done in abstract terms, which makes it complicated for most of the students to connect the classroom to the outside world (Michie, 1998).

2.8 Importance of Field trips in teaching and learning of Social Studies

Field trip as a technique in teaching and learning of Social Studies is a very important one. It is in recognition of this that Klousmeier and Dresden (1962) said that "most children entering school are eager to learn about themselves, about living and about many aspects of the immediate environment. They ask questions continuously about things they do not understand and they try to understand themselves, others and their environment (p. 211). From all indications, the field trips technique is indispensable for escaping from excessive verbalism and abstraction into concrete experience as the saying goes "seeing is believing". All the works referred to emphasize the importance of field trips in teaching and learning of Social Studies lessons since no amount of pictorial or verbal description can reveal vividly what the teacher wants to pass on to the learners. There is always the need to get the real issue to avoid exaggerations in teaching of Social Studies. It is because of the numerous advantages of the fieldtrip technique in teaching and learning of Social Studies that the topics like 'culture and how it is expressed'. Some attractive scenery in Ghana, 'mapping our environment and other social issues like pollution and land degradation, bush fires are included in the revised Social Studies Syllabus for Junior Secondary Schools in Ghana (CRDD, 1997).

Visit to the spot or scene, looking at the extent of damage or attractiveness, the effect on the environment and individuals, the student may feel concerned as it may touch his or her impulse and that may lead to an attitudinal change which is one of the

objectives of Social Studies. To emphasize this point, Uche (1982) states that the Social Studies teacher should encourage his/her student to go out and gather or collect information. He went on further to impress that "this should be so because the trends in Social Studies Education is definitely moving away from the expository teaching in which the teacher presents facts and conclusions to be mastered (p.32) Uche therefore emphasized the fact that students themselves should play an active role in learning about their environment and Social matters by going to see things for themselves and interview experts and elderly people on things they want to know.

Also the communities are the expression of the diverse ways of life of the people, culture and this can only be learnt during field trips. Studies have shown that the technique permits Social Studies class to study at firsthand many things that cannot be brought into the classroom because of the size and inconvenience. For instance, learning about customs, celebration of festivals and cultural practices requires field trips as a technique of teaching. In the same way, offensive situation like choked gutters or destructions caused by bush fire cannot be brought into the classroom except by going to the site. Mathias (1973) agrees with this and states that "the teaching of Social Studies demands the involvement of students in their World beyond the classroom (p37). The same understanding was aptly expressed by Tamakloe (1994) that "the nature of the learning experience should therefore enable students to collect information in his immediate and wider environment. (p47). An analysis of this statement underscores the fact that the Social Studies teacher should not relegate to the background the use of field trips in the teaching and learning of Social Studies. Moore et al. (1996) also have this to say, "study outside the classroom or field trip teaching stimulates and provides solidly based reasons for reading and inquiry, questioning and discussion,

thinking, speculating, observing, recalling and expression". Outside study can be a stimulus for these activities because children are naturally curious about the world around them. These discussions equally underscore the need to send student out to see and interact to bring meaning to issues rather than wasting whole periods in making endless and inaccurate descriptions which are of little or no significance to students.

These also go to reaffirm the need for teachers to vary their approaches in favor of field trips techniques in the teaching and learning of Social Studies. To illustrate further Gabrielson (1965) recalled the words of a teacher as I have read about ice: I have talked about ice, I have taught about ice of Norway and Switzerland. But now for the first time I know what ice is. This implies that, what people have read about in text books may not clear the doubts as when it is seen with the naked eyes. Apart from going to see physically and making personal judgments and conclusions, field trip have other important elements Hug and Wilson (1965) have rightly asserted that the social values of field trips are important. We accept the consequent implication that field trips make up the touchstone of the effective objectives of Social Studies education. All other values like tolerance, responsibility, leadership, love, team work and co-operation are involved as pupils get busily engaged in various activities. The social values which bring peaceful co-existence and promote development are all catered for in the objectives of embarking on fieldtrips no matter the level of student involvements. Other lifelong social skills like collecting data, conducting interviews, obeying rules, making critical observation and contracting new friends and broadening one's horizon are equally important and taken care of during fieldtrips. As the Chinese say "I hear I forget, I see, I remember I do understand" summarizes the fact that the seeing aspect of teaching and learning should not be overlooked. For a successful execution of a field trip

depends largely on how adequately one prepares for it. As such, before the teacher and his/her students set out on a meaningful field trip, the objectives should be well defined and all the necessary materials, procedures and logistics put in place. In view of this assumption, Balongun et al. (1984) stated among others that field trips will be of little benefit to the students unless both student and the teacher are well prepared for it.

In a similar vein, Moore et al. (1966) observed that teaching will not be effective unless it is well run. The need to plan adequately was further supported by Thompson and colleagues when they indicated that when taking out a whole class the teacher must see that the work is carefully planned and organized in detail. This will necessitate inclusion of where exactly to visit, the purpose of the visit, duration, permission from school authorities and parents.

The students should be involved in the planning as much as possible as they should be made aware of what is expected of them in terms of discipline or comportment, task, items to carry along and other things that may facilitate the success of the lesson. If the lesson will take them to a commercial establishment, then the authorities concerned must be duly informed, stating the date of visit, average age of students, the number of students involved and other relevant information (Farrant, 1982). It is pertinent to note that an adequate conceptualization of the fieldtrip technique and its link with the teaching and learning of Social Studies, its importance and planning may determine the teachers stand towards its usage. It is therefore, imperative to find out the reason for its neglect by teachers in teaching and learning of Social Studies but over rely on other techniques like lecture, discussion and questioning during their lessons.

2.9 Challenges that teachers face in organizing educational field trips

Fido and Gayford (1982) revealed the following challenges as reasons for teachers' negative attitudes towards field trips, which include;

- a) difficulties with transportation and cost
- b) disparity of teachers' skills
- c) time constraints with school schedules
- d) lack of support from school administration
- e) curriculum inflexibility
- f) poor student behavior
- g) An inadequacy of resources or venues.

The most common challenge for using pre-field and post-field trip activities that have been noted in the literature is lack of time (Cox- Peterson & Pfaffinger, 1998; Hannon & Randolph, 1999; Kisiel, 2005; Michie, 1998; Roberston, 2006; Storsdieck, 2001; Xanthoudaki, 1998). This is not surprising, considering that lack of time is also a challenge for teachers carrying out field trips in general (Michie, 1998; Meichtry & Harrell, 2002; Orion, 1993) and a barrier for carrying out any form of environmental education (Assaraf & Orion, 2009; Ernst, 2007; cited in Ham, Rellergert-Taylor & Krumpe, 1988). Field trips entail an enormous amount of logistical planning on the part of the teacher and require that students leave the school setting (requiring additional time for travel to and from the field trip venue). Time must be devoted to logistical aspects of the field trip, as it must also be devoted to planning activities that link classroom and field trip learning.

Many teachers simply do not have enough time to concentrate on both. Furthermore, because of the pressures placed on teachers to cover materials that will appear on

standardized tests, environmental education becomes a peripheral consideration in many classrooms, and planning field trips around environmental education becomes something that most teachers cannot devote their attention to without feeling they are abandoning areas in their curriculum that students will be tested on (Kisiel, 2005; Robertson, 2006). There are other several common reasons or challenges shared by Ramey-Gasser and Sarkar and Frazier for which teachers do not use educational trips in teaching.

Ramsey-Gassert (1997) found that common reasons from the teacher's perspective included either because they are unaware how to integrate fieldwork into their curriculum or are unfamiliar with local resources. Sarkar and Frazier (2008) found a longer list of reasons from a broader perspective: not enough time, inability to manage diverse groups outside of the classroom, school does not allow field trips, scheduling difficulties, and a renewed test focus because of No Child should be Left Behind. Another common reason why field trip does not occur more often is because of financial cost of the trip (Ramsey-Gassert, 1997). However Sarkar and Frazier (2008) gave a list of strategies for overcoming the aforementioned challenges of engaging students in fieldwork. Those approaches included narrowing the scope of the field work by participating in locally based projects or those of shorter length, establishing fieldwork guidelines, soliciting help from parents as chaperones, starting with a field trip on your school campus, dividing long project into manageable daily chunks, and having students make concept maps to connect their field and classroom learning. Another frequently-cited challenge for outdoor learning provision is fear and concern about young people's health and safety. One source of such fear according to Thomas (1999, p.131), has been "a number of well-publicised accidents

involving school children”, which have served to overshadow ‘the educational benefits of the off-site and outdoor classroom’. In her discussion of the impact of the Lyme Bay tragedy in which four teenagers died on a sea kayaking trip in 1993, for example, Jacobs (1996, p.296) reports that:

Some Head teachers stopped sending their pupils on activity holidays because their confidence in activity centres had been undermined. Many centres reported that there had been a fall in business by up to one-third in the 15 months following the incident.

Concern has also arisen according to Richardson (2000, p.62) in relation to farm visits following a civil court case concerning a child contracting an E. Coli infection during an organised school visit to an “Open” farm in 1997. This is reported to have led to heightened anxiety amongst “parents, teachers, educational employers [as well as] many farmers and organisations involved in farm visit schemes”. This point is well illustrated by one of the largest teaching unions (NASUWT) advising „members against taking school trips because society no longer appears to accept the concept of a genuine accident“ (Clare, 2004).

Studies that have investigated school teachers“ thinking about teaching beyond the classroom suggest that a health and safety issue represents one of a number of difficulties facing school staff. This was the case, for example, for 65 physical/outdoor education teachers in southern England (Harris, 1999), 59 elementary school teachers in and around Chicago (Simmons, 1998), and 28 secondary school science teachers in Darwin, northern Australia (Michie, 1998). It also featured as one of several barriers and challenges reported by teachers and

outdoor educators involved in the current Growing Schools Initiative in England (Scott et al., 2003).

It is important to recognise that concerns about children's well-being and safety are part of what Thomas calls "a prevailing social trend, not only towards making things safer, but also towards seeking compensation for acts or omissions that result in personal injury"(p. 131). In other words, the growth of a litigation culture is another dimension of educators' and schools/centres' concerns about outdoor learning.

Another major challenge is teachers' confidence and expertise in teaching and learning outdoors. Clay (1999) suggested that teachers' experience is a key factor affecting the quality of Outdoor and Adventurous Activities (OAA) in different schools. In his survey of Outdoor and Adventurous Activities (OAA) in 33 English schools noted "teachers' experience" as a key factor affecting the quality of OAA in different schools. This was particularly evident in the differences between primary school and secondary school provision. According to Rickinson et al. (2003), teachers with more experience of working in the outdoors made greater demands on pupils ... Enthusiastic but less experienced teachers – usually in primary schools – tended to opt for lower levels of challenge well within the capacity of the pupils. This is echoed by Beedie (1998, p.19) who argues that the delivery of OAA by schools is constrained by "limited perspectives from PE staff", possibly as a result of "lack of training".

The requirements of school and university curricula and timetables are another reported constraint on outdoor learning according to (Titman 1999; Humberstone, 1993; Beedie, 1998; Clay, 1999). This can manifest itself in various ways:

- Secondary School teachers in England citing that , the main reason for not using the [school] grounds was the belief that the National Curriculum neither prescribes nor provides sufficient flexibility to permit the use of school grounds for teaching (Titman, 1999, p.10). This mean that teachers have insufficient time to undertake work in the school grounds during a single lesson period (Titman, 1999), or are unwilling to extend field trips beyond a double lesson for fear of, incurring the wrath of their peers for taking students out of their classes and/or generating relief lessons (Michie, 1998, p.47)
- The English National Curriculum’s focus on “Outdoor and Adventurous Activities” within the remit of Physical Education resulting in an overemphasis on the physical (as opposed to the personal/social, and environmental) aspects of outdoor education (Humberstone, 1993; Beedie, 1998; Clay, 1999).
- Changes in secondary school science syllabus requirements meaning that, coursework and individual investigations now take precedence over developing a sense of place (Barker et al., 2002, p.7).
- The growth of institution-wide timetabling arrangements and modular courses in UK universities meaning that, opportunities for field excursions in the local area are more limited (Clark, 1997:390).

Another issue raised by the secondary school science teachers in Michie’s (1998:47) study was transportation. Class sizes in junior secondary were generally greater than the size of the group that could be transported with a small bus ... Bigger buses are not only more expensive to buy and maintain, but also they require different licensing arrangements. The same issue is reported as a difficulty for undertaking farm visits

(Groundwork, 2002b). Scott et al. (2003) also highlighted a number of barriers relating to fund raising, transportation, and costs to parents.

2.10 Summary

The intention of this literature review was to bring forth pertinent literature on the fundamental areas needed to build a foundation for this study. Some of these areas included concept of field trips, providing a historical overview of how teachers have used field trips, significance of field trips and challenges in organizing educational trip. As the literature review puts it, field trips are defined as any visit to an out-of-school setting designed for educational and academic purposes whereby as a result students gain first-hand knowledge and experiences. Field trips have also proven to have great potential for student cognitive and non-cognitive learning.



CHAPTER THREE

METHODOLOGY

3.0 Introduction

This chapter discusses the methodology adopted for the study. It specifically discusses the research approach, research design, population, sample and sampling technique and data collection procedure.

3.1 Research Approach

The researcher used the mixed method or combined approach. Mixed methods research according to Creswell (2006), is a research approach with theoretical assumptions as well as techniques of inquiry. Additionally, it involves philosophical assumptions that guide the direction of the collection and analysis of data and the mixture of quantitative and qualitative approaches in many phases in the research process (Creswell, 2006). Again, as a methodology, it stresses on collecting, analyzing, and mixing both qualitative and quantitative data in a single study or series of studies. Patton (1990), indicated that when examining human behaviour and attitudes, it is fruitful to use a variety of data collection methods. To substantiate the circumstance for the use of the mixed method, Nau (1995) posited that using different sources and methods in the research process, aids to build on the strengths of each type of the data collection and minimize the weakness of any single approach and therefore maximize the strength of the qualitative and quantitative method used together. This is not to propose that a mixed methodology was the only suitable approach for this topic, rather it was considered to be a desirable approach because it is the most suitable approach that can be used to achieve the objectives of the

research. Irrespective of the name, in concurrent mixed method, qualitative and quantitative data are collected at the same time using interview and questionnaire and consequently analyzed.

Mixed methods research provides strengths that offset the weaknesses of both quantitative and qualitative research (Creswell, 2006). Creswell (2006), contended that quantitative research is weak in understanding the context or setting in which people talk, as the voices of participants are not directly heard in quantitative research.

Again, quantitative researchers are in the background, and their own personal biases and interpretations are rarely discussed, hence, qualitative research makes up for these weaknesses. Conversely, qualitative research is seen as deficient because of the personal interpretations made by the researcher, the ensuing bias created, and the difficulty in generalizing findings to a large group because of the limited number of participants studied. Quantitative research, it is maintained, does not have these weaknesses. Undoubtedly, the combination of both approaches can offset the weaknesses of either approach used alone.

It is against this background that the researcher adopted the mixed methods for the study, for the reason that it allowed for the usage of interview and questionnaire schedule for the study to seek information from teachers within the field of Social Studies in JHS Three pupils of Bolgatanga Preparatory Junior High School in the Upper East Region of Ghana.

3.2 Research Design

The researcher adopted descriptive survey research design. This design according to Alhassan (2006), describes and interprets what exists in its present form or condition; practice and process; trends and effect and attitude or belief. It therefore deals with the normal or typical condition of a phenomenon under examination. Hence, descriptive survey was used in an attempt to describe some aspects of a population or an existing phenomenon by selecting unbiased sample of individuals to complete questionnaire and take part in the interview. According to Boyle (2004) “surveys are good for asking people about their perceptions, opinions and ideas though they are less reliable for finding out how people actually behave”. A descriptive survey also offers a researcher accurate description of teachers perception, about fieldtrips and also describes their utilization in teaching Social Studies.

3.3 Population

The target population for this study consisted of all teachers and pupils of Bolgatanga Junior High School in the Bolgatanga Municipal of the Upper East Region of Ghana. Meanwhile, the accessible population comprised all Social Studies teachers and form three (3) pupils in the Bolgatanga Preparatory Junior High School in Bolgatanga.

3.4 Sample and Sampling Technique

The sample size for the study was fifty-four (54) comprising four (4) Social Studies teachers teaching the Subject and fifty (50) pupils in JHS three (3). Convenient sampling technique was used to select Bolgatanga preparatory Junior High School. The reason for using this sampling technique was that the researcher was a staff of the school. Creswell (2005; cited in Kusi, 2012) argues that selecting a large number of interviewees for qualitative research, in particular, will result in superficial

perspectives...the overall ability of a researcher to provide an in-depth picture diminishes with the addition of each new individual or site. Additionally, collecting qualitative data and analyzing it takes considerable time, and the addition of each individual only lengthens that time.

On sampling and sample size, random sampling procedure was employed to select the students participant in the study. The students were selected from the final year batch because they had spent three years at the school and were considered more likely to have had experience in field trips.

Four (4) Social Studies teachers were also selected using purposive sampling technique. These teachers were selected because they taught the subject and were thus in the position to provide information on the issues under investigation.

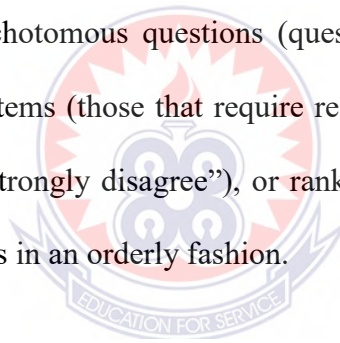
3.5 Instruments

Semi-structured interview guide and structured questionnaire were the instruments employed to collect primary data for the study. A semi-structured interview is a qualitative method of inquiry that combines a pre-determined set of open questions (questions that prompt discussion) with the opportunity for the interviewer to explore particular themes or responses further. The semi – structured interview does not limit respondents to a set of pre-determined answers (unlike a structured questionnaire).

According to Kusi (2012), semi – structured interview are flexible to a greater extent, offer interviewees the opportunity to express their views, feelings and experiences freely, and the interviewers the freedom to divert from the items/questions in the schedule to seek clarifications (using probes) during the interview process. O'Leary (2005), cited in Kusi (2012) argues that: Semi – structured interviews are neither fully

fixed nor fully free and are perhaps best seen as flexible. Interviews generally start with some defined questioning plan, but pursue a more conversational style of interview that may see questions answered in an order natural to the flow of the conversation.

They may also start with a few defined questions but be ready to pursue any interesting tangents that may develop (Kusi, 2005 p.46). A structured questionnaire according to Kusi (2012) is a data collection instrument that contains predetermined standardized questions or items meant to collect numerical data that can be subjected to statistical analysis. Kusi further established the fact that the questions in the schedule are close – ended and answers outlined, giving respondents the opportunity to respond to simple dichotomous questions (questions that require “yes” or “no” responses), Likert scale items (those that require responses such as “strongly agree”, “agree”, “disagree” or “strongly disagree”), or rank some pre-determined responses, concepts, terms or phrases in an orderly fashion.



3.6 Data Collection Procedure

Interview

Interview guide comprising semi – structured items were administered to four (4) trained social studies teachers, one (1) from each of the four streams of the school. The researcher interviewed the respondents on their perception and utilization of educational trips in the teaching of social studies.

The interview guide was semi-structured. The semi-structured interview guide was employed in order to use additional questions for further elaboration when something

relevant happened during the interview. A mobile phone and a field note book were used to record proceedings during the interview.

The interview guide also served as a good way of probing perceptions, beliefs, definitions and meaning constructed by an individual. The researcher changed information such as names, and of the teachers to ensure the informants' anonymity.

Questionnaire Administration

A questionnaire consisting of close ended items was administered to four (4) Social Studies teachers in the selected JHS. This instrument was used to gather data on respondents' perception and utilization of educational trips.

Specifically, the researcher administered twenty-four (24) fixed response questions to Four (4) Social Studies teachers teaching the subject in the school.

Items on the questionnaire consisted of two sections. The first section with three (3)

Items asked the respondents to make available their background information. This included their highest educational qualifications, and Gender. The second section which comprised of twenty-one (20) Likert Scale items and one open ended item, dwelt on teachers' perception and utilization of educational trips. The Likert scale of five-point with numerical rating, which is "strongly disagree (1)", "disagree (2)", "ambivalent (3)", "agree (4)" and strongly agree (5) were used for the questionnaire.

3.7 Data Presentation and Analysis

The data collected through the questionnaire were inputted into SPSS to generate mean, frequencies, and percentages which were descriptively analyzed. This quantitative data was transformed into graphs so that the information could be

understood at a glance. The qualitative data collected through the interview were thematically examined concurrently with the quantitative data and in line with the research questions. Also, the data were analyzed in four stages: data coding, identification of themes of the data encoded, regulation of the codes and themes, and the identification and interpretation of the findings.

Accordingly, the data were arranged and encoded, creation of the themes from the encoded was done and in that direction the repetition frequency of the findings were identified and interpreted by expressing via frequencies and percentages. The data compatible with the conceptual

Frameworks were described as findings. The common concepts and themes achieved were presented as research findings at the end of the analysis conducted independently by the researcher.

3.8 Pre-testing of Instrument for Validity and Reliability

A pre-testing was conducted on ten (10) participants who were not part of the participants in the actual study. They comprised two (2) Social Studies teachers in a nearby JHS and 8 students from the St. Louis JHS, St. John's JHS, Asorogobiisi JHS and Awogeya JHS. This was to make out for any difficulty or ambiguity that may be identified and for their rectification before administering them to the sample that was to participate in the actual study. The pre- testing helped in determining the suitability and feasibility of the interview guides. The pre- testing also helped the researcher to know the short falls in the interview guide.

Oppenheim (1992) and Wilson and McLean (1994) state that pre- testing helps to establish reliability, validity and practicability of the questions. It serves among other things;

1. To check feedback on the response categories for data analyses
2. To eliminate ambiguity of questions
3. To check the clarity of the questions

Oppenheim (1992) also indicated that everything about questions should be pretesting, nothing should be excluded. Kumar (1999) asserts that validity is the way a researcher conceptualizes the idea in a conceptual definition and measure. To achieve this, a pilot study involving ten (10) participants was conducted. Interviews were conducted on one-on-one basis. This was to ascertain the efficacy of the interview questions and the questionnaires.

Data gathered from pre-testing was reliable because questions asked were clear and not biased in any way. This led to consistency in responses given.

CHAPTER FOUR

RESULTS AND DISCUSSION

4.0 Overview

This study was designed to answer several questions regarding the perception and utilisation of educational trips by Bolgatanga preparatory junior High School Social Studies teachers in the Bolgatanga municipality in the Upper East Region of Ghana; specifically in the field of Social Studies. Following the procedures outlined in chapter three, the quantitative data from the questionnaire were used to describe the perception of JHS Social Studies teachers regarding the concept of educational trips and experiential learning. Through further examination of the data this study was intended to assess teachers' motivation towards the use of educational trips in teaching Social Studies. And also, to determine the challenges that confront teachers regarding the organisation of educational trips. Also, to find out whether students have interest in educational field trips as a method of teaching and learning of concepts in social studies.

Information from the interview was discussed contemporaneously with the information from the questionnaire. The information from both the questionnaire and interview showed the extent of teachers' use of educational trips in teaching Social Studies in Junior High Schools in the Upper East Region of Ghana.

The collected data from the questionnaire were converted into tables. Frequencies and simple percentages were used to present the data. The data from the interview were also transcribed and analysed thematically alongside the data from the questionnaire.

Findings and conclusions were drawn in the light of these tables and thematic transcription from the interview by the researcher.

4.1 Demographic Characteristics of Respondents

Table 4.1 to 4.3 show respondents' (Social Studies teachers) demographic characteristics.

This section presents the respondents' academic qualification, gender and years of teaching experience in Social Studies

4.1.1 Educational qualification

Table 4.1: Specifies the distribution of respondents by highest educational qualification.

Table 4.1: Highest degree obtained

Item	Frequency	Percentages
First degree	3	75.0
Diploma	1	25.0
Total	4	100.0

Source: Bolgatanga municipal éducation directorate, (2021)

From Table 4.1, it can be seen that out of 4 respondents, 3 representing 75% were having first degree in Social Studies and one respondent representing 25% were having diploma. This showed that all respondents who took part in the questionnaire were qualified to teach social studies at the basic level of the educational system in Ghana. It was also revealed in the interview that five interviewees were having first degree and one was having diploma. Therefore, it is evident that all respondents are academically qualified to teach Social Studies at the basic level of the educational system in Ghana.

4.1.2 Gender of respondents

Table 4.2: Gender

Item	Frequency	Percentage
Male	3	92.0
Female	1	8.0
Total	4	100.0

Source: Bolgatanga Municipal Education Directorate

From Table 4.2, it can be observed that out of 4 respondents, 3(92%) were males and 1(8%) were females. More so, three (3) male and one (1) female teachers who took part in the interview. This means that, most teachers teaching Social Studies in Junior High Schools in the Bolgatanga Municipality of the Upper East Region were males.

4.1.3 Respondents' years of teaching experience in Social Studies

The researcher was also interested to know the number of years the respondents have been teaching Social Studies. This is presented in table 3 below:

Table 4.3: Number of years of teaching Social Studies

Item	Frequency	Percentage
0-2 Years	1	25.0
3-5 Years	1	25.0
6-10 Years	2	50.0
Total	4	100.0

Source: Bolgatanga municipal education directorate, (2021)

From Table 4.3, out of 4 respondents, 1(25%) have been teaching the subject between zero to two years, one participants representing 1(25%) have been teaching the subject between three to five years and two participants representing 2(50%) have been teaching the subject between six to ten years. This variable is important because

the number of years a person has been teaching may determine his or her experience level and can be in a better position to determine what to do to organise a successful educational trips in the environment, he or she finds him or herself. With the interview, the information gathered showed that interviewee one had 3-5 years teaching experience, interviewee two, 2 had 6-10years teaching experience. Therefore, looking at the data above, it can be observed that majority of the participants were teaching the subject at least three years and this is enough to organise educational trips. Moreover, other studies of the effects of teacher experience on student learning have found a relationship between teachers' effectiveness and their years of experience (Murnane & Phillips, 1981; Klitgaard & Hall, 1974), but not always a significant one or an entirely linear one. While many studies have established that inexperienced teacher (those with less than three years of experience) are typically less effective than more senior teachers, the benefits of experience appear to level off after about five years, especially in non- collegial work settings (Rosenholtz, 1986).

4.2 Teachers Perception about the Concept of Educational trips and Experiential Learning

Table 4.4 answered the research question "What are the perception of teachers regarding the concept of educational trips and experiential learning? The main focus of this section is to examine the perceptions of JHS Social Studies teachers regarding the concept of educational trips and experiential learning.

Table 4.4: The perception of social studies teachers regarding educational trips and experiential learning

s/n	Statement	SD F(%)	D F(%)	AM F(%)	A F(%)	SA F(%)	Total F(%)
1	Educational trips provide first-hand information about concepts to students	0(0)	0(0)	0(0)	1(25)	3(75)	4(100)
2	Educational trips take place outside the classroom	0(0)	0(0)	0(0)	2(4)	2(4)	4(100)
3	Educational trip enables students to understand topics more easily	0(0)	0(0)	1(25)	1(25)	2(50)	4(100)
4	Teaching and learning become real by using educational trips	0(0)	0(0)	0(0)	2(50)	2(50)	4(100)
5	Teaching and learning become easier when educational trip is used	0(0)	0(0)	0(0)	2(50)	2(50)	4(100)
6	Concepts are easily retained better when educational trip is used	0(0)	0(0)	0(0)	2(50)	2(50)	4(100)
7	No educational sites exist for social studies	0(0)	1(25)	0(0)	1(25)	2(50)	4(100)
8	Educational trips broadens the mind of learners and exposed them to real concepts	0(0)	0(0)	1(25)	1(25)	2(50)	4(100)
9	There are procedures involved in organizing educational trips	0(0)	1(25)	0(0)	2(50)	1(25)	4(100)
10	Educational trip is an experiential learning activity	0(0)	1(25)	0(0)	1(25)	2(50)	4(100)
11	Authentic experiential learning activity develops the desire to learn more	0(0)	0(0)	0(0)	2(50)	2(50)	4(100)

SD – Strongly Disagree, D – Disagree, AM–Ambivalent, A – Agree, SA – Strongly Agree

In statement 1 of Table 4.4, out of 4 respondents, 1(25%) agreed to the notion that educational trips provide first-hand information to learners and 3(75%) also strongly agreed to the fact that educational trips provide first-hand information to learners. In summary, all respondents who answered the questionnaire were of the view that educational trips provide first-hand information to learners. The interview conducted

for four respondents revealed the following perception two of the interviewees have about educational trips:

Interviewee one said, educational trip is taking students outside the classroom to learn concepts at first - hand at educational sites.

Interviewee two also believed that educational trip is a travel to educational sites to have first-hand experience during the trip.

The views of the respondents were in conformity with Baja (1983) cited in Odumah and Ayaaba (2007) that educational trips serve as first hand experiences which arise from direct learning situation. Again, according to Hug and Wilson (1965, p.1) Out-of-door activities is the term used to describe the effective use of the natural environment to teach those parts of the curriculum that can be taught outdoors and to visualize other parts through first-hand experience.

Hence, it can be concluded that teachers have the perception that educational trips enable learners to have first- hand knowledge about topics, retain what is learned better and stimulate the interest to learn more since they learn in a practical manner.

In statement 2 of Table 4.4, two respondents representing 50% agreed that educational trips take place outside the classroom and two respondents representing 50% also strongly agreed that educational trips take place outside the classroom. This signified that all respondents who answered the questionnaire are of the view that educational trips take place outside the classroom.

From the interview conducted, all the four (4) respondents stated that educational trips take place outside the classroom. The views are stated below:

Interviewee one: educational trip is taking students outside the classroom to learn concepts at first - hand at educational sites.

Interviewee two also believed that educational trip is a travel to educational sites to have first-hand experience during the trip.

Interviewee three: educational trip is taking students outside the classroom educational sites to learn related concepts

Interviewee four: an excursion organised outside the classroom to have fair knowledge on what they are taught in the classroom.

Interviewee five: taking students out to look at educational sites where they can learn concepts practically.

Interviewee six: taking students on a journey to learn in their immediate environment.

These views are supported by the submission of Atyeo (1939), that educational trip include any visit to an out-of-school setting. Also, Krepel and DuVall (1981), shared similar view as they looked at field trip as “a trip arranged by the school and undertaken for educational purposes, in which the students go to places where the materials of instruction may be observed and studied directly in their functional setting: for example, a trip to a factory, a city waterworks, a library, a museum etc.”.

Conclusively, the researcher found out that educational trips occur beyond the four corners or walls of a typical learning environment where learners are supposed to take a walk to places of educational importance. Therefore, it can be a step outside the typical learning environment or classroom.

In statement 3 of Table 4.4, one respondent representing 25% was ambivalent as to whether educational trip enables students to understand topics more easily or not, one (1) respondent representing 25% agreed that educational trip enables students to understand topics more easily and two (2) respondents representing 50% also strongly agreed that educational trip enables students to understand topics more easily. This means that the majority of the respondents representing 75% are of the view that educational trip enables students to understand topics more easily. Additionally, when the interviewees were asked the benefit that could be derived from educational trips, four of them had the following to say;

Interviewee six: it stimulates interest in students and makes them to understand topics better.

Interviewee five: it makes students to understand concepts in a practical way and hence understand the concept better.

Interviewee two also said students understand and retain better.

Interviewee one also confirmed educational trips enable students to understand topics easier.

In statement 4 of Table 4.4, two (2) respondents representing 50% agreed that teaching and learning become real by using educational trip and two (2) respondents representing 50% strongly agreed that teaching and learning become real by using educational trip. This shows that all respondents representing 100% had the perception that teaching and learning become real by using educational trip.

Interviewee six also stated during the interview that educational trips have the ability of making teaching and learning real. Therefore, most of the respondents were of the perception that educational trips make teaching and learning real.

In statement 5 of Table 4.4, two (2) respondents representing 50% agreed that teaching and learning becomes easier when educational trip is used in teaching Social Studies and two (2) respondents representing 50% strongly disagreed that teaching and learning becomes easier when educational trip is used to teach Social Studies. This shows that all respondents have the perception that teaching and learning becomes easier when educational trip is used in teaching Social Studies. This view has also been confirmed by Interviewee six, Interviewee three and interviewee one that educational trip makes teaching and learning easier.

In statement 6 of Table 4.4, two (2) respondents representing 50% agreed to the fact that concepts are easily retained well when educational trip is used and two (2) respondents representing 50% strongly agreed that concepts are easily retained better when educational trip is used. This showed that all respondents who answered the questionnaire were of the view that concepts in Social Studies are easily retained better when educational trip is utilized. This view had been established by Interviewee one and Interviewee two that educational trips enable students to understand topics and retain better. This however, confirms the fact that all respondents had the perception that educational trip makes students have better retention. Concerning the availability of educational site to teach Social Studies, in statement 7 of Table 4.4, one (1) respondent representing 25% disagreed, one (1) respondent representing 25% agree that no educational sites exist for teaching Social Studies. However, zero respondents representing 0% were uncertain as to whether no educational sites exist for teaching Social Studies or there are sites for teaching the subject. Moreover, and two (2) respondents representing 50% strongly agree that no educational sites exist for teaching Social Studies. Hence it showed that the majority of respondents who took part in answering the questionnaire representing 75% are aware that educational

sites exist for teaching Social Studies, 0% of the total respondents were unsure of the existence of educational sites and also zero respondents representing 0% perceived that no sites exist for teaching Social Studies. Also, all the interviewees confirmed the fact that educational sites exist and can be used to teach Social Studies.

Regarding the fact that educational trip broadens the mind of learners and exposes them to real concepts, statement 8 of Table 4.4 revealed that zero (0) respondents representing 0% disagreed, one (1) respondents representing 25% ambivalent, one (1) respondents representing 25% agreed and two (2) respondents representing 50% strongly agreed. It is therefore important to note that 3 respondents representing 75% all perceived that educational trip broadens the mind of learners and expose them to real concepts and only one respondent representing 25% disagreed. To this view, Interviewees confirmed that educational trips broaden the mind of learners. Hence, it is revealed that the majority of the respondents have the perception that educational trips broaden the mind of learners.

In statement 9 of Table 4.4, zero (0) respondents representing 0% strongly disagreed that there are procedures involved in organising educational trips, one (1) respondent representing 25% disagree, two (2) respondents representing 50% agreed and one (1) respondent representing 25% strongly agreed that there are procedures involved in organizing educational trips. In all 3 (three) respondents, out of four respondents, representing 75% perceived that there are procedures involved in organizing educational trips. However, one (1) respondent do not perceive that there are procedures involved in organizing educational trips. The information gathered from all interviewees also established the fact that there are procedures or activities involved in organising educational trips. From the interview, the researcher gathered

that the procedures are in three categories namely; activities before the trip (pre-educational trip), activities during the trip (the actual trip) and activities after the trip (post-educational trip).

Regarding the fact that educational trip is an experiential learning activity, statement 10 of Table 4.4 revealed that one (1) respondent representing 25% disagreed that educational trip is an experiential learning, two (2) respondents representing 50% agreed and one (1) respondent representing 25% strongly agreed that educational trip is an experiential learning. All but one respondent has the perception that educational trip is an experiential learning.

In statement 11 of table 4.4, zero (0) respondent representing 0% strongly disagreed that authentic experiential learning activity develops the desire to learn more, two (2) respondents representing 50% agreed that authentic experiential learning activity develops the desire to learn more and two (2) respondents representing 2% also strongly agreed that authentic experiential learning activity develops the desire to learn more. In all four (4) respondents representing 100% out of the total of twenty-four respondents who took part in answering the questionnaire have the perception that authentic experiential learning activity develops the desire to learn more?

4.3 Utilization of Educational Trips in Teaching Social Studies

Table 4.5 shows the utilization of educational trips by teachers in teaching Social Studies in JHS in the Bolgatanga municipality of the Upper East Region. This answered the research question “What is the extent (if any) of teachers’ use (if any) of educational trips in teaching Social Studies in Junior High Schools in the Upper East region of Ghana?”

Table 4.5 Utilization of educational trip in teaching Social Studies

s/n	Statement	SD f(%)	D f(%)	AM f(%)	A f(%)	SA f(%)	Total f(%)
1	I use educational trips in teaching Social Studies topics very often	0(0)	0(0)	0(0)	1(25)	3(75)	4(100)
2	I use educational trips once a year	0(0)	0(0)	0(0)	2(50)	2(50)	4(100)
3	I use educational trips once a month	0(0)	0(0)	0(0)	3(75)	1(25)	4(100)
4	I never used educational trip in Teaching Social	2(50)	2(50)	0(0)	0(0)	0(0)	4(100)

Source: Field work, 2022

SD – Strongly Disagree, D – Disagree, AM–Ambivalent, A – Agree, SA – Strongly Agree

In statement 1 of Table 4.5, zero (0) respondents representing 0% strongly disagreed and zero (0) respondents representing 0% disagreed to the fact that they use educational trips in teaching Social Studies topics very often. Now zero (0) respondents representing 0% are uncertain as to whether to agree or disagree to the fact that they use educational trips in teaching Social Studies very often. However, one (1) respondents representing 25% agreed, and three (3) respondent representing 75% strongly agreed that they use educational trips in teaching Social Studies very often. This shows that the majority of the respondents representing 100% do not use educational trips in teaching shows Social Studies very often in teaching Social Studies.

In statement 2 of Table 4.5, zero (0) respondents representing 0% strongly disagreed to the fact that they use educational trips once a year, zero (0) respondents representing 0% to the fact that they use educational trips once a year, zero (0) respondents representing 0% are uncertain to the fact they use educational trips once

a year, and two (2) respondents representing 50% agreed to the fact they use educational trips once a year two (2) respondents representing 50% strongly agree. This means that the majority of the respondents (4 respondents representing 100%) do not use educational trips once a year.

In statement 3 of Table 4.5, four respondents representing 17% strongly disagreed that they use educational trips once a month, fourteen respondents representing 59% disagreed they use educational trips once a month, three respondents representing 12% are undecided as to whether they use educational trips once a month or not, and three respondents representing 12% agreed that they educational trips once a month. This shows clearly that the majority of the respondents (18 respondents representing 59%) do not use educational trips once a month.

In statement 4 of table 4.5, zero (0) respondents representing 0% strongly disagreed that they never used educational trip in teaching Social Studies, zero (0) respondents representing 0% disagreed that they never used educational trip in teaching Social Studies, three respondents representing 75% agreed that they never used educational trip in teaching Social Studies and one (1) respondents representing 25% strongly agree that they never used educational trip in teaching Social Studies. This shows that four (4) respondents (majority) representing 100% do not use educational trips in teaching Social Studies. And zero (0) respondents (minority) representing 0% ever used educational trips in teaching Social Studies.

Also, responses from the interviewees also revealed that most teachers do not use educational trips to teach Social Studies this is because Interviewee one, Interviewee three and Interviewee five all disclosed that they never used educational trip since

they started teaching meanwhile, they have been teaching the subject for the past four years on the average. Interviewee one for instance has been teaching Social Studies for the past fourteen (14) years. Interviewee two also admitted that he used educational trip only once in the four years he has been teaching Social Studies and Interviewee six confessed that he used educational trip once in the six years he has been teaching social studies. However, Interviewee four acknowledged that he usually uses educational trip once every term.

The responses given by all the respondents were in line with the problem the researcher stated under the statement of the problem that “In spite of the potential benefits educational trips tend to offer learners in Social Studies it is perceived that they are sparingly or not used at all by teachers in teaching social studies.

4.4 Teachers’ Motivation and Demotivation towards the Use of Educational Trip

Table 4.6 and 4.7 point out what make teachers to use educational trips or not.

Table 4.6 therefore, answered the research question “How are teachers motivated towards the use of educational trips in teaching Social Studies?”

Table 4.6: Teachers' motivation and demotivation towards the use of educational trip

s/n	Statement	AM F(%)	A F(%)	SA F(%)	Total F(%)
1	Educational trips provide first-hand information about concepts to students	0(0)	1(25)	3(75)	4(100)
2	Educational trip enables students to understand topics more easily	0(0)	2(50)	2(50)	4(100)
3	Teaching and learning become real by using educational trips, Teaching and learning becomes easier	0(0)	2(50)	2(50)	4(100)
4	Concepts are retained easily and Better when educational trip is used.	0(0)	1(25)	3(75)	4(100)
5	Educational trip broadens the mind of learners and exposed them to real Concepts	0(0)	2(50)	2(50)	4(100)
6	I get demotivated in using educational trips in teaching Social Studies	0(0)	1(25)	3(75)	4(100)

In statement 1 of Table 4.6, zero (0) respondent representing 0% is uncertain as to whether Educational trips which provide first-hand information about concepts to students motivate teachers to use educational trips to teach Social Studies or not, one (1) respondents representing 25% agreed that educational trips which provide first-hand information about concepts to students, motivate teachers to use educational trips to teach Social Studies and three (3) respondents representing 75% strongly agreed that item educational trips that provide first-hand information about concepts to students, motivate teachers to use educational trips to teach Social Studies. This shows that the majority who took part in answering the questionnaire (4 representing

100%) are motivated to use educational trips to teach Social Studies since, educational trips to provide first-hand information about concepts to students.

In statement 2 of Table 4.6 zero (0) respondent representing 0% is uncertain as to whether Educational trip which enables students to understand topics more easily motivate teachers to use educational trips to teach Social Studies or not, two (2) respondents representing 50% agreed that educational trip which enables students to understand topics more easily, motivate teachers to use educational trips to teach Social Studies and two (2) respondents representing 50% strongly agreed that educational trip which enables students to understand topics more easily, motivate teachers to use educational trips to teach Social Studies. It is therefore clear that the majority of respondents (twenty-two representing 92%) are motivated to use educational trips to teach Social Studies since, enables students to understand topics more easily.

In statement 3 of Table 4.6, (2) respondents representing 50% agreed that educational trip which makes teaching and learning to become real motivate teachers to use it to teach Social Studies and two (2) respondents representing 50% strongly agreed that educational trip which makes teaching and learning to become real motivate teachers to use it to teach Social Studies. This shows that the majority of respondents who took part in answering the questionnaire (four representing 100%) are motivated to use because it makes teaching and learning become real.

In statement 4 of Table 4.6 zero (0) respondent representing 0% was not sure as to whether educational trips which make teaching and learning becomes easier motivate teachers to use educational trips to teach Social Studies or not, one (1) respondent representing 25% agreed that educational trips which make teaching and learning

becomes easier, motivate teachers to use educational trips to teach Social Studies and three (3) respondents representing 75% strongly agreed that educational trips that make teaching and learning becomes easier, motivate teachers to use educational trips to teach Social Studies. This shows that the majority respondents who took part in answering the questionnaire (four representing 100%) are motivated to use educational trips to teach Social Studies since, educational trips make teaching and learning becomes easier.

In statement 5 of Table 4.6 zero (0) respondent representing 0% was uncertain as to whether educational trips which enables concepts to be retained easily and better motivate teachers to use educational trips to teach Social Studies or not, two (2) respondents representing 50% agreed that educational trips which enables concepts to be retained easily and better motivate teachers to use educational trips to teach Social Studies and two (2) respondents representing 50% strongly agreed that educational trips which enables concepts to be retained easily and better, motivate teachers to use educational trips to teach Social Studies. This is an indication that the majority of respondents who took part in answering the questionnaire (four representing 100%) are motivated to use educational trips to teach Social Studies since, educational trips enable concepts to be retained easily and better.

In statement 6 of Table 4.6, one (1) respondents representing 25% agreed that educational trips which broadens the mind of learners and exposed them to real concepts motivate teachers to use educational trips to teach Social Studies and three (3) respondents representing 75% strongly agreed that educational trips which broadens the mind of learners and exposed them to real concepts, motivate teachers to use educational trips to teach Social Studies. This shows that the majority who took

part in answering the questionnaire (four representing 100%) are motivated to use educational trips to teach Social Studies since, it broadens the mind of learners and exposed them to real concepts

All respondents who took part in the questionnaire attest to the fact that they are demotivated to use educational trips. Also, the information gathered from the interviewees was not different from what was gathered from the questionnaire.

The opinions of the respondents were in conformity with Sorrentino and Bell (1970) that there are five primary motivations for using field trips: (a) providing first-hand experience to students, (b) stimulating interest and motivation, (c) giving meaning to learning and interrelationships, (d) teaching observation and perception skills, and (e) personal and social development of students.

4.5 Challenges / Barriers for Organizing Educational Trips

Table 4.7 shows factors that demotivate teachers from using educational trips to teach Social Studies. This answered the research question “To what extent are the challenges confronting teachers as regards the Organisation of educational trips influence the utilization of educational trips in teaching Social Studies”

Table 4.7: Reasons that demotivate teachers from using educational trips

s/n	Statement	A F(%)	SA F(%)	Total F(%)
1	Procedure involved organizing the trips are stressful	1(25)	3(75)	4(100)
2	Seeking permission from all stakeholders and admission is difficult	0(0)	4(100)	4(100)
3	The negative attitude from parents	2(50)	2(50)	4(100)
4	Difficult get financial support due to the cost involved	1(25)	3(75)	4(100)
5	Time factor/ time consuming	2(50)	2(50)	4(100)
6	Road accident factor	1(25)	3(75)	4(100)
7	Difficulty in getting the school bus	1(25)	3(75)	4(100)
8	Teachers' attitude towards the trip	1(25)	3(75)	4(100)

Regarding the reasons that demotivate teachers from utilizing educational trips in teaching Social Studies, statement 1 of Table 4.7, shows that one (1) respondent representing 25% was agree and three (3) respondent representing strongly agree of the view that the procedures involved in organizing educational trips are stressful.

In statement 2 of Table 4.7, four (4) respondents representing 100% strongly agree were of the view that seeking permission from all stakeholders and administration is difficult.

Also, in statement 3 of table 7, two (2) respondents representing 50% agree and two (2) respondents representing 50% strongly agree were of the opinion that the negative attitude from parents demotivates him. More so, in statement 4 of table 7 indicated that one (1) respondent representing 25% agree and three (3) respondents representing 25% strongly agree stressed on the difficulty getting financial support due the cost involved. Two (2) respondents representing 50% agree and Two (2) respondents representing 50% strongly agree also stressed on time factor in statement 5 of table

4.7. In statement 6 of table 4.7, one (1) respondent representing 25% agree and three (3) respondents representing 75% gave frequent road accident as a reason that demotivates. Only one respondent representing 4% is demotivated by the difficulty in getting the school bus in statement 7 of Table 4.7. And one (1) respondent representing 25% agree and three (3) respondents representing 75% agree are demotivated by teachers' attitude towards the trip in statement 8 of table 4.7. From Table 4.7, it is evident that most teachers do not utilize educational trips in teaching social studies due to the reasons given in table 4.7.

The information gathered during the interview was not different from what was gathered from the questionnaire. "Interviewee one however added that the number of times he has to appeal to the headmaster or ask students to contribute money towards the trip is a great demotivating factor that makes him and the department not to use educational trip in teaching Social Studies". The assertions above were in line with Fido and Gayford (1982) and Muse et al. (1982), when they revealed teachers' negative attitudes towards educational trips to include;

1. Difficulties with transportation and cost,
2. Disparity of teachers' skills,
3. Time constraints with school schedules,
4. Lack of support from school administration,
5. Curriculum inflexibility,
6. Poor student behaviour,
7. An inadequacy of resources or venues.

These directly confirmed the information gathered from the respondents.

CHAPTER FIVE

SUMMARY OF FINDINGS, CONCLUSION AND RECOMMENDATIONS

5.0 Overview

This study examined the perception and utilization of educational field trips teaching social studies in Junior High Schools in Bolgatanga municipality in the Upper East Region of Ghana. Specifically, the research investigated the extent of use of fieldtrips in teaching and learning of Social Studies in Junior High Schools in Bolgatanga municipality in the Upper East Region of Ghana, to assess teachers' motivation towards the use of educational field trips in teaching Social Studies, to determine the challenges that demotivate teachers as regarding the organisation of educational trips. In addition, the effects of educational fieldtrips on the academic performance in social studies at the basic level (JHS).

The research findings shows that forty(40) representing eighty percent(80%) of those who answered the questionnaire have never embarked on educational field trip as a learning process in social studies whiles ten (10) students representing twenty percent(20%) where only those who have ever embarked on educational field trip as a learning process in social studies

The outcome of an experience depends on a person's interest, motivation, life circumstances at that time, needs, and prior experiences and knowledge (Rennie, 2007). Field trips offer an opportunity to motivate and connect students to appreciate and understand classroom concepts, which increase a student's knowledge

foundation, promoting further learning and higher-level thinking strategies. With understanding comes confidence and intrinsic motivation.

Field trips have become less common due to limited funding and limited available time due to each school systems' focus on standardized testing. Non-traditional field trips are still quite possible. Campus field trips provide a cost-free alternative, while retaining the benefits of traditional field trips. Outside, students might explore around the school grounds, focused on a specific topic or concept.

No matter whether the school is urban, suburban, or rural, ecology is everywhere (Lei, 2010). There is much to be learned from a vacant lot, the edge of a parking lot, a puddle, or a bush. Field trips can stimulate new learning, increased attitude towards science, trigger interest development, and provide many rewards to both the teacher and the students (Scarce, 1997).

5.1 Summary of Findings

This study surveyed teachers' perception and utilization of educational trips in teaching Social studies in Junior High Schools in the Bolgatanga municipality of the Upper East region of Ghana. Four research questions guided the study: what is the perception of teachers regarding the concept of educational trips and experiential learning? How are teachers motivated towards the use of educational trips in teaching social studies? To what extent are the challenges confronting teachers as regards the organization of educational trips influence the utilization of educational trips in teaching social studies? What is the extent of teachers' use of educational trips in teaching and learning social studies in junior high schools in the upper east region of Ghana? A sequential mixed method design was used for the study. The major

instrument for data collection was a questionnaire. Data from this source were then triangulated with interview. Non-probability sampling method, that is, convenience and purposive sampling technique, were used to select the sample of district, schools and respondent for the study. In all, thirty (4) social studies teachers were selected from six (6) junior high schools in the Bolgatanga municipality of the Upper East region. Also, to whip up students interest on embarking on educational fieldtrips as a method of teaching and learning of concepts in social studies lessons.

1. This research revealed that most Social Studies teachers do not use educational trips in teaching Social Studies in Junior High Schools in the Upper East Region of Ghana. And even the few that used it did so sparingly.
2. The research further revealed that teachers have negative attitude towards the utilization of educational trips in teaching Social Studies.

These negative attitudes of teachers towards the use of fieldtrips were related to the following number of factors:

1. Difficulties with transportation (including cost)
2. Time considerations (preparation, fitting into the school timetable)
3. Lack of support from school administrations for educational trips

It is discovered from the research that Social Studies teachers have adequate knowledge on the concept of educational trips, since they agreed and stated the following;

1. Educational trips provide first-hand information to students
2. Educational trips take place outside the classroom
3. Educational trips enable students to understand topics more easily
4. Teaching and learning become real when educational trip is used

5. Teaching and learning become easier when educational trip is used
6. It broadens the mind of learners and exposes them to real concepts
7. Concepts are better retained educational trip is utilized
8. It is also discovered that teachers are motivated due to the views expressed above, to use educational trips in teaching Social Studies.

5.3 Recommendations/ Conclusion

Based upon the findings of the study, the following recommendations are made:

1. Teachers in the Junior High Schools should be encouraged by educational authorities to use educational trip as instructional resource to enhance the teaching and learning of Social Studies. Teaching time tables should be planned by the School authorities such that they make room for the organization of educational trips. This would promote effective teaching and learning.
2. Ghana Education Service (GES) must ensure that the policy formulated on the utilization of educational trips in the teaching of Social Studies in the Junior High Schools, specified in the 2010 Junior High School Syllabus, is implemented in order to enhance effective teaching and learning of Social Studies.
3. Teachers should plan educational trips to fit into their lessons for the students to benefit fully from such trips. To achieve this, Headmasters of Junior High Schools should plan their time tables such that there is enough time for the organization of educational trips to enhance effective utilization of educational trips in teaching and learning Social Studies. And this would help to increase

the proportion of teachers using educational trips as well as the frequency with which teachers use educational trips.

4. The government should provide sufficient funds and resources to the Junior High Schools to hold educational trips accordingly.

5.4 Suggestion for Further Research

The researcher suggests that future researchers on a similar issue should broaden the scope of the study to cover more Junior High Schools in the Upper East Region of Ghana so that the findings from such a study could be generalized.



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APPENDICES

APPENDIX A

Questionnaire

UNIVERSITY OF EDUCATION, WINNEBA

DEPARTMENT OF SOCIAL STUDIES EDUCATION

(M.ED SOCIAL STUDIES)

Questionnaire for JHS Social Studies teachers in the Bolgatanga

Municipality

Dear Colleague,

I am an M,Ed student of Social studies department of the University of Education, Winneba. Currently, am working on my master's degree thesis on the topic: **Effects of educational fieldtrips on the academic performance of junior high school form three students of Bolgatanga Preparatory Junior High in the Upper East Region of Ghana.**

I would greatly appreciate your input in completing this survey. Complete confidentiality will be provided in the sense that high ethical standard will be maintained to ensure that no harm is caused to any respondent. I will ensure that any information provided is kept confidential by using it only for the purpose of this research.

Also, the anonymity of the participants would be protected by ensuring that the semi-structured questionnaire schedule and the research findings do not contain the names of the participant.

Thanks for your cooperation.

Atiah Apambila Gordon.

(The Researcher)

SECTION A**QUESTIONNAIRE FOR TEACHERS****SECTION A: EDUCATIONAL INFORMATION OF TEACHERS***Circle the appropriate response.*

1. What is your highest degree?

A. Diploma

B. First Degree

2. How many years have you been teaching social studies?

A. 0-2yrs

B. 3-5yrs

C. 6-10yrs

D. 16-20yrs

3. Gender:

A. Male

B. Female

SECTION B: PERCEPTION AND UTILIZATION OF EDUCATIONAL TRIPS*Tick (✓) the appropriate response in the spaces provided below.*

S/N	ITEMS	STRONGLY DISAGREE	DISAGREE	AMBIVALENT	AGREE	STRONGLY AGREE
		1	2	3	4	5
1	Educational trips provides first-hand information about concepts					
2	There are many educational sites available for teaching					

	topics in social studies					
3	Educational trip takes place outside the classroom					
4	Educational trips involve travelling to other places other than the school					
5	Educational trip enables students to understand topics more easily					
6	Teaching and learning become real by using educational trip					
7	Teaching and learning becomes easier when educational trip is used					

8	Concepts are easily retained better when educational trip is used					
9	It broadens the mind of learners and exposed them to real concepts					
10	No educational sites exist for teaching social studies topics					
11	There are procedures involved in organizing educational trips					
12	I use educational trips in teaching social studies topics very often					

13	I use educational trips once a year					
14	I use educational trips once a month					
15	Items 1, 5,6,7,8 and 9 motivate teachers to use educational trips in teaching social studies concepts					
16	I never utilized educational trips in teaching topics in social studies					
17	I have adequate knowledge about educational trips					



18	educational trip is an experiential learning activity.				
19	Authentic experiential activities may develop curiosity and interest, leading to a desire to learn more.				
20	I get demotivated in using educational trips to teach Social Studies				

Kindly give a reason that demotivates you to utilize educational trips to teach social studies

APPENDIX B

Interview Guide

INTERVIEW GUIDE FOR SOCIAL STUDIES TEACHERS OF BOLGATANGA PREPARATORY JUNIOR HIGH SCHOOL IN THE UPPER EAST REGION OF GHANA

Dear Colleague,

I am an M.Ed student of Social studies department of the University of Education, Winneba. Currently, am working on my master's degree thesis on the topic: *Effects of educational field trips on the academic performance of junior high school form three students of Bolgatanga Preparatory junior high school.*

I would greatly appreciate your input in completing this survey. Complete confidentiality will be provided in the sense that high ethical standard will be maintained to ensure that no harm is caused to any respondent. I will ensure that any information provided is kept confidential by using it only for the purpose of this research.

Also, the anonymity of the participants would be protected by ensuring that the semi-structured questionnaire schedule and the research findings do not contain the names of the participant.

Thanks for your cooperation.

Atiah Apambila

Gordon

(The researcher)

1. What is the highest qualification you hold?
2. What were the courses you offered during your first and/or second degree(s)?
3. In what subjects are you certified or have an endorsement to teach?
4. How many years have you been teaching social studies curriculum at any grade level
5. What class level(s) are you teaching Social Studies currently?
6. Do you have any idea about educational trips? If yes, in your opinion, what do you understand to be educational trips? And if no, please kindly state your reasons.
7. What are the possible effects of educational field trips on students' performance?
8. Do we have any educational sites available for teaching Social Studies in your District, Region or Country? Kindly name a few.
9. Do you usually use educational trips in teaching concepts in Social Studies? If yes, how often do you use educational trips to teach Social Studies? If no, state your reasons.
10. There are steps or procedures involved in organizing successful educational trips. If you agree, what then are these steps or procedures?
11. In organizing educational trips, are there any possible challenges to be encountered in the process?
12. In using educational trip to teach Social Studies what has been your motivation and/or demotivation?

**INTERVIEW GUIDE FOR STUDENTS OF BOLGATANGA PREPARATORY
JUNIOR HIGH SCHOOL IN THE UPPER EAST REGION OF GHANA**

1. How old are you? Sex : Male [] Female []
2. Do you know what field trip is?
3. Have you ever embarked on a field trip with a social studies teacher?
4. If yes, where was it?
5. What was the topic under study?
6. What were the benefits you had from the trip?
7. What were the interesting things you saw?
8. Comparing field trips to classroom teaching, which one enhances your understanding of the topic under study?
9. What were the challenges you encountered before, during and on the trip?
10. Would you like to embark on another field trip?
11. How often would you like your teachers to organize field trips for you?

