

UNIVERSITY OF EDUCATION, WINNEBA

**SENIOR HIGH SCHOOLS TEACHERS' PERCEPTIONS OF OUT-OF-DOOR
ACTIVITIES IN THE TEACHING OF SOCIAL STUDIES IN THE HO
MUNICIPALITY OF VOLTA REGION**



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UNIVERSITY OF EDUCATION, WINNEBA

FACULTY OF SOCIAL SCIENCES EDUCATION

DEPARTMENT OF SOCIAL STUDIES EDUCATION

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**A THESIS IN THE DEPARTMENT OF SOCIAL STUDIES EDUCATION, FACULTY
OF SOCIAL SCIENCES EDUCATION, SUBMITTED TO THE SCHOOL OF
RESEARCH AND GRADUATE STUDIES, UNIVERSITY OF EDUCATION, WINNEBA,
IN PARTIAL FULFILLMENT FOR THE AWARD OF MASTER OF PHILOSOPHY
DEGREE IN SOCIAL STUDIES EDUCATION**

JUNE, 2015

DECLARATION

Candidate's Declaration

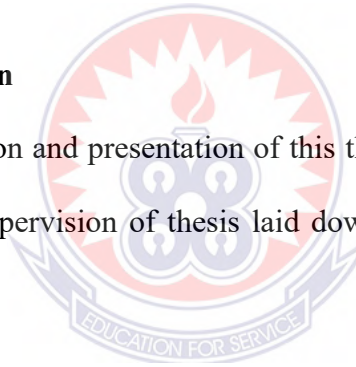
I, OSUMANU SHEIK JIBILILU, declare that this thesis, with the exception of quotations and references contained in published works which have all been identified and duly acknowledged, is entirely my own original work, and it has not been submitted, either in part or whole, for another degree elsewhere.

Candidate's Signature.....

Date.....

Supervisor's Certification

I certify that the preparation and presentation of this thesis was supervised in accordance with the guidelines for supervision of thesis laid down by the University of Education, Winneba.



Supervisor's Name: Professor Augustine Yao Quashigah

Supervisor's Signature:..... Date:.....

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DEDICATION

I dedicate this piece of work to my father, my two caring mothers, my loving wife and daughter with deepest appreciation and adoration.



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ABSTRACT

The study explored Senior High Schools Social Studies teachers' perceptions of out-of-door activities as an instructional technique in Social Studies in the Ho Municipality in the Volta Region and further examines how these perceptions influence the teaching of Social Studies. Three research questions guided the study: 1). How do Senior High Schools Social Studies teachers in the Ho Municipality perceive out-of-door activities? 2). How do these perceptions influence the teaching of Social Studies in the Senior High Schools in Ho Municipality? 3). How do Senior High Schools Social Studies teachers in the Ho Municipality use out-of-door activities in their instruction? A concurrent mixed method design was used for the study. The instruments for data collection were interview and questionnaire. These sources were for the purpose of data triangulation. Non-probability sampling method, that is, convenience and purposive sampling techniques, were used to select the sample of districts, schools and respondents for the study. In all, seventy (70) Social Studies teachers were selected from fourteen (14) Senior High Schools. The findings showed that, SHS Social Studies teachers' questionnaire and interview responses to their perceptions of out-of-door activities are a mismatch to their usage of the technique in teaching. Teachers showed positive perceptions and practices in the questionnaire findings and part of the interview finding, but the qualitative findings regarding their use of the technique revealed the contrary. It is recommended that conferences be held by experts of Social Studies with the support of government and other concerned NGOs at least once each year in every region for Social Studies teachers, in order to help refresh their skills and techniques of teaching.



CHAPTER ONE

INTRODUCTION

1.1 Background of the Study

It is an overriding fact that, even though other subjects play significant roles in developing informed and responsible citizenship, it is only Social Studies that has citizenship development as its priority goal (Banks, 1990). In the words of Ayaaba (2011), Social Studies is distinguished from other subjects by its problem-solving nature, which concern itself with personal and societal problems of human survival. By this, teachers must teach the subject so that learners can gain the relevant knowledge, positive attitudes, values and skills to enable them solve their personal and societal problems. The subject must also be taught so that attitudinal change can be achieved in the learners. These objectives can be achieved if teaching and learning is contextualized or linked to the environment. This is corroborated by Tyler (1949) cited in Ayaaba (2006:1) when he points out that “learning takes place through the active behavior of the students”. He stresses that it is what the learner does that he/she learns, and not what the teacher does.

Baja (1980) as cited in Tamakloe (1994) believes that, integrated Social Studies demands teaching approaches which do not recognize boundaries of discipline. In other words, it is not enough for the Social Studies teacher to see the subject (amalgamation) as an assortment of knowledge without considering how such knowledge and concepts can be discovered by the students, which is to acquire the needed skills, positive attitudes and values that will help him or her solve individual and societal problems.

For this reason, some authors recognize out-of-door activities as the cornerstone of the Social Studies curriculum that should be utilised in the Social Studies classroom. Many studies have revealed a significant relationship between the use of out-of-door activities and Social Studies teaching (Tamakloe, 1994). Mathias (1973) cited in Tamakloe (1994) pointed out that, the teaching of Social Studies demands the involvement of pupils in the world beyond the classroom. Similarly, a look at the 2010 SHS Social Studies syllabus stated general aims, justifies why out-of-door activities cannot be delinked from its teaching. For example, general aims 1, 2, 3 and 5 respectively demand that the students: develop the ability to adapt to the developing and ever-changing Ghanaian society; acquire positive attitudes and values towards individual and societal issues; develop critical and analytical skills in assessing issues for objective decision-making and use enquiry and problem-solving skills for solving personal and societal problems (CRDD, 2010). These aims can best be achieved through the appropriate use of out-of-door activities.

This therefore, speaks volumes on the positive impact of out-of-door activities on students' learning which is indispensable in the Social Studies classroom, underscoring the fact that, the Social Studies teacher should not dare relegate to the background the use of out-of-door activities in his teaching. If he/she does, his/her teaching will lack spice, excitement and current meaning (Tamakloe, 1994). This research was therefore meant to involve some Senior High Schools in the Volta Region in examining the Social Studies teachers' perceptions about out-of-door activities as a technique of teaching Social

Studies. The study was therefore centred on teacher perceptions and how this perceptions influence the teaching of Social Studies in the Ho Municipality.

1.2 Statement of the Problem

The importance of out-of-door activities in the teaching and learning of Social Studies cannot be overemphasized. It is through the appropriate use of out-of-door activities and other equally potent techniques, that students can gain the relevant knowledge, positive attitudes, values and skills to enable them solve their personal and societal problems which is an over-arching goal of Social Studies. This notwithstanding, out-of-door activities in many SHSs in Ghana in general and the Volta Region in particular may not be effectively planned and executed in a manner that would help students optimize learning. This could among other things be due to the perceptions such teachers hold about out-of-door activities. Out-of-door activities may too often be regarded as having no educational value or as activities that do not prepare students for standardized, high stakes tests (Finchum, 2013). A related concern is that teachers may not spend enough time and effort in finding ways to connect out-of-door activity with the standards they need to cover.

As a problem-oriented subject, if students at the SHS level are to study and understand certain contemporary issues and explore better solutions to them in order to ensure a healthy survival of the Ghanaian society, it is also important to engage such students in educational visits to get firsthand information. This indicates that the use of out-of-door activities is congruent to the goal of Social Studies. Therefore, if SHS Social Studies

teachers tend to neglect such activities in their Social Studies teaching, it stands to reason that, the objectives of the subject are likely not to be realized, which apparently will affect students ability to independently solve their own and societal problems in future.

Additionally, researching the literature for information about secondary school Social Studies teachers' perception on the use of out-of-door activities has revealed that few of these literatures dealt with practical recommendations on teachers' perceptions on the use of out-of-door activities, especially at the SHS level although many of such literature referred to out-of-door activities as viable alternatives to classroom learning. Similarly, little of such study can be said to have been conducted in Ghana. This study thus explored Senior High Schools Social Studies teachers' perceptions of out-of-door activities as an instructional technique in Social Studies in the Ho Municipality in the Volta Region and further examined how these perceptions influence the teaching of Social Studies at the SHS level.

1.3 Purpose of the Study

The purpose of this study was to explore Senior High Schools Social Studies teachers' perceptions of out-of-door activities as an instructional technique in Social Studies in the Ho Municipality in the Volta Region and further examines how these perceptions influence the teaching of Social Studies.

1.4 Objectives of the Study

The objectives of the study were to:

1. Examine the perception of Senior High Schools Social Studies teachers about out-of-door activities in the Ho Municipality.
2. Examine how these perceptions influence the teaching of Social Studies in the Senior High Schools in Ho Municipality.
3. Assess how Senior High Schools Social Studies teachers use out-of-door activities in the Ho Municipality.

1.5 Research Questions

The following questions were formulated to aid the attainment of the study's purpose and objectives:

1. How do Senior High Schools Social Studies teachers in the Ho Municipality perceive out-of-door activities?
2. How do these perceptions influence the teaching of Social Studies in the Senior High Schools in Ho Municipality?
3. How do Senior High Schools Social Studies teachers in the Ho Municipality use out-of-door activities in their instruction?

1.6 Significance of the Study

This study is significant in a number of ways:

First it would greatly benefit those in research in Social Studies Education and teachers of Social Studies in their pursuit of a better technique to adopt in teaching and learning to

enhance students' understanding as well as performance. Secondly, since there exist limited literature on teachers' perception on out-of-door activities in the field of Social Studies in Ghana, a study of this kind will help enlighten the teachers on their knowledge of out-of-door activities. Therefore, the study will be a significant addition to out-of-door activity literature in the country. Additionally, the study will offer Curriculum Research and Development Division (CRDD) of Ghana Education Service (GES) the opportunity to emphasize the use of out-of-door activities in the teaching of Social Studies.

Teachers will use the research to determine ways in which they can improve their planning for, and follow up on out-of-door activity so that it is, indeed, a learning experience, and not just a day out of school. This study may add new dimensions to how teachers plan out-of-door activities and what types of out-of-door activities they conduct. The study will also expose Social Studies teachers to the benefits of out-of-door activities and encourage them to incorporate them in their teaching of the subject to enhance maximum understanding among their students. Again, the results of the study will create awareness among school administrators, benefits of out-of-door activities in the teaching of Social Studies, so that they will become more supportive in the organisation of such activities in Social Studies. Lastly, it will serve as a valuable source of reference material for educational research generally and Social Studies specifically.

1.7 Delimitation of the Study

Although the study area comprises of a wide expanse of Volta Region, the researcher had to work within only a limited area. Hence, Ho Municipality in the Volta Region of Ghana

was focused. The study also covered fourteen senior high schools which are both private and government assisted in the Ho Municipality. Again, Social Studies teachers teaching at the senior high schools in the Ho Municipality were used for the study.

1.8 Definition of Terms

Out-of-door Activity: Is when a teacher takes students out of the classroom to a site to learn in practical a particular topic that have been taught, to give more meaning to the topic and equally enhance students comprehension.

Indoor Lessons: These are the learning activities that limit themselves to the four walls of the classroom.

Teachers' use of Out-of-door Activity: These are teachers' actual application or practices of out-of-door activities.

Teachers' Perception: Is the meaning a teacher attaches to the environmental inputs he or she receives through the senses. In other words, it is the process of a teacher becoming aware (of something) through the senses. It is also the process through which a teacher gets information about the world around him or her using the senses.

Trained Graduate Social Studies Teachers: These are teachers who have received professional training in Social Studies at the University and are teaching the subject in the senior high schools.

Social Studies Teachers: These are teachers teaching Social Studies in the senior high schools whether trained or not trained.

1.9 Organisation of the Study

The thesis has been organized in five chapters. Chapter one started with the background to the study which outlined the milieu that gave rise to the study. This was followed by the statement of the problem where the researcher gave a vivid picture of what actually prompted him to conduct the study and the gaps in literature the study was to fill. Next was the purpose of the study, the objectives of the study, the research questions the researcher wanted to find answers to and also the significance of the study. This was followed with delimitations, definition of terms and lastly, organisation of the report.

The second chapter basically, was on the related literature review. The third chapter dealt with the methodology of the study. It includes the design of the study, philosophical assumptions of the design, setting, population, sample and sampling techniques, description and distribution of the research instruments, pilot-testing of instrument as well as issues of validity and reliability and lastly, how the data was analysed. In chapter four, the outcome of the research is presented. The findings are presented and discussed with inferences made from related previous studies (the reviewed literature). Chapter five, which is the final chapter of the study, deals with the summary of major findings, conclusions, recommendations, limitations to the study, and suggestions for further studies.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1 Introduction

This chapter draws attention to important works conducted around the same subject matter and also shows the gaps this research fills. Attention was therefore focused on how other researchers and authors have expressed their views on the topic and other related issues. Since the researcher was looking at the teaching of Social Studies in the Senior High Schools, he found it necessary looking at the main features of Social Studies as a subject. The review was therefore done under the following sub-headings:

1. Meaning, goals and objectives of Social Studies
2. Meaning of out-of-door activities
3. Types of out-of-door activities
4. How out-of-door activities are planned
5. Importance of out-of-door activities and caveat in their use
6. Relationship between out-of-door activities and Social Studies
7. Challenges in organizing out-of-door activities
8. Teachers' perceptions of out-of-door activities and their influence on their teaching
9. Teachers' use of out-of-door activities

2.2 The Meaning, Goals and Objectives of Social Studies

Educators in the field of Social Studies gave various answers to the meaning of the subject depending on their orientation and perception of the subject. No doubt the subject has had a turbulent history which culminated in a number of schools of thought, each with its own set of definitions (Ayaaba, 2011). These schools of thought include Social Studies taught as an amalgamation or integration, an approach or a method to the teaching of the social sciences, human relations and citizenship education (Ayaaba, 2011).

Similarly, Quartey (1984) gives the following three schools of thought when it comes to the definition of Social Studies: Social Studies; as integration of social science disciplines, an approach to the teaching of the social sciences and finally as citizenship education. These different schools of thought notwithstanding, it should be noted that, Social Studies in Ghana is perceived as Citizenship Education (Adam & Poatob, 2012). This is because there is consensus among the various schools of thought that, Social Studies prepares individuals to assume citizenship roles in their societies (Ananga & Ayaaba, 2004). The schools of thought differ only in their approaches towards the attainment of that citizenship (Ananga & Ayaaba, 2004).

In spite of the diversity of opinions about what Social Studies is or ought to be, there is a general agreement among Social Studies scholars about the essential goals, and especially, the overarching goal of Social Studies (Ayaaba, 2011). Risinger (1997:223) cited in (Ayaaba, 2011) has noted that “for all the arguments, convention speeches and

journal articles, it seems clear that the term citizenship education lies at the heart of Social Studies”. Similarly, the National Council for Social Studies (NCSS) as well as leading scholars in Social Studies, have all identified citizenship education as the major and over-riding goal of Social Studies (Ayaaba, 2011).

In support of this, Lawal and Oyeleye (2003) observe that the main goal of a Social Studies Programme should be to help students develop the ability to make decisions so that they can resolve personal problems and contribute to policy making processes. They went on further to argue that Social Studies is expected to help students to find ways of acquiring skills and values needed for dealing with and shaping the future, through the process of developing a positive perspective that will allow construction, planning, creativity and innovation. Lawton and Dufour (1976) on their part note that, the goal of Social Studies should be the development in children a critical and balanced awareness. This is needed for the development of positive socio-civic attitudes and values in the learners, thereby reducing the chances of indoctrination in them through the teaching-learning process. Ogundare (1988) supported this position by remarking that the modern Social Studies programme emphasizes the promotion of how to think over what to think.

Martorella (1994:12-13) cited in (Ayaaba, 2011) posits that “the enduring goal of Social Studies is the development of reflective, competent and concerned citizens”. In his view, the goal of Social Studies is to develop the head, hand and heart. The head represents reflection, the hand competences and the heart concern. The main purpose of Social Studies, therefore, is citizenship education: that is, to help students develop the ability to

make rational decisions so that they are able to resolve personal and societal problems (Ayaaba, 2011).

Commenting on the objectives of Social Studies at the primary level, DuBey and Barth (1980) ascertain that, the subject must develop Children's self confidence and initiative, based on an understanding of their own accomplishments and potentialities, and their own worth, their power of imagination and resourcefulness, their desire for knowledge and continued learning, their appreciation for the dignity of man and of liberty, their sense of compassion for the less fortunate, their sense of respect for and tolerance of the opinion of others even in disagreement, and their willingness to accept necessary changes with a system of law and order deriving from the will of the people.

They continue that, such attitudes as are favourable to social, physical, cultural and economic development which will enable the children to participate in the life of the community, and when they leave school, to become innovators and doers of good in society, values such as co-operation, participation, interdependence on others, open mindedness, honesty, integrity, trustworthiness, diligence, obedience, a spirit of national consciousness and patriotism through interest and involvement in our local, national and world heritage and the creation of their social awareness and critical judgment, as well as constructive, effective thinking are the responsibilities of Social Studies.

DuBey and Barth (1980) maintain that Social Studies objectives for post primary education are elaborated as follows. First of all, the subject is to make students aware of

their country and of the world in general, and to appreciate the interdependence between peoples. In addition, the subject is to create awareness and understanding of the evolving social and physical environment, its natural, man-made, cultural and spiritual resources together with the rational use and conservation of these resources for development. The subject is to also develop in the students a positive attitude to citizenship and a desire in them to make a positive personal contribution to the creation of a united nation. Social Studies also helps to develop a capacity to learn and to acquire skills essential to the formation of a satisfactory professional life and lastly, the subject assists to develop in the student an appreciation of his cultural heritage, and a desire to preserve it.

The Social Studies teaching syllabus for Senior High School (2010) identified the following as the objectives of Social Studies in the Senior High School:

1. To develop the ability to adapt to the developing and ever-changing Ghanaian society
2. To acquire positive attitudes and values towards individual and societal issues
3. To develop critical and analytical skills in assessing issues for objective decision-making
4. To develop national consciousness and unity
5. To use enquiry and problem-solving skills for solving personal and societal problems
6. To become responsible citizens capable and willing to contribute to societal advancement.

In support of this, Ayaaba (2011) also identified the following as the objectives of Social Studies which is also in line with the objectives of Social Studies at the Senior High School:

1. Adaptation to the changing environment
2. Development of national consciousness and unity
3. Development of positive attitudes, values and skills
4. Development of good citizens who are capable and willing of contributing to national development
5. Development of the ability to make rational decisions in problem solving

Examining the meaning, goals and objectives of Social Studies, it can be inferred that the subject help to mould students to fit into every society they find themselves and also enable them to solve their personal problems and that of the society. To achieve this, lies in the hands of the Social Studies teacher who should adopt teaching techniques that will enable those goals and objectives to be realized. The subject cannot just stand up and achieve those objectives and goals without the Social Studies teacher's concerted efforts to adopt teaching technique of which out-of-door activity should not be overlooked.

2.3 Meaning of Out-Of-Door Activities

A variety of terms have been used to describe learning experiences that are planned and undertaken outside the classroom. Some scholars describe them generally as 'outdoor education' (Hug & Wilson, 1965 cited in Tamakloe, 1994). Other terms used include 'field trips', 'excursions', 'study trips', "educated walks"(Kilparick, 1965 cited in

Tamakloe, 1994) and 'school journeys'. In this study the term 'out-of-door activities' would be preferred and used.

Priest (1986) cited in Eaton (1998) intimated that, out-of-door activity is an experiential process of learning by doing, which takes place primarily through exposure to the out-of-doors. Priest pointed in out-of-door activity the emphasis for the subject of learning is placed on relationships, relationships concerning people and natural resources. According to Eaton (1998), out-of-door activity is defined as all school-related academic education which takes place outdoor. Similarly, Krepel and Durrall (1981) cited in Behrendt and Franklin (2014) view out-of-door activity to be a school or class trip with an educational intent, in which students interact with the setting, displays, and exhibits to gain an experiential connection to the ideas, concepts, and subject matter. Tal and Morag (2009) cited in Behrendt and Franklin (2014) on their part described out-of-door activities as student experiences outside of the classroom at interactive locations designed for educational purposes.

In the words of Baja (1983), out-of-door activities are first hand self experience resulting from direct learning situation. This implies that, what has been taught in theory in class is sought for practically during outside class activity. Hug and Wilson (1965) supporting Baja's view, intimated that, out-of-door activities is used to define the effective use of natural environment both to teach those parts of the curriculum that can be taught outdoors and to visualize other parts through first-hand experience. Hug and Wilson are of the opinion that certain aspects of the curriculum can be taught better by using out-of-

door techniques and that emphasis should be placed on the effective use of the environment for this purpose.

Critically assessing the definition of the various writers, I can confidently conclude that, all the writers tried to point to the fact that, the influence of out-of-door activities on teaching is enormous. Out-of-door activity per their definition provides the students with the opportunity to learn in practical terms those aspects of the curriculum that cannot be thought indoors for the purpose of understanding. With this, students are able to picture concepts in their mind making learning more meaningful and challenging to the students. The writers also established in their definitions that, in every out-of-door activity there is a movement from the four walls of the classroom which in my view is a typical characteristic of every out-of-door activity. Endorsing the definitions of the various writers, I will like to emphasize that, for the Social Studies teacher to achieve the goals and objectives of the subject, it is essential that, out-of-door activity as a technique is adopted since the subject is replete with abstract concepts.

2.4 Types of Out-Of-Door Activity

Tamakloe, Atta & Amedahe (2005) grouped out-of-door activities into two major types. They are the unstructured and the structured types. In the unstructured method, the teacher prompts the students to indicate any phenomenon which is of interest to them and they would like to study. By consensus, the students end up choosing one phenomenon. The teacher then asks them to choose any material and equipment which they think will facilitate the study they intend to undertake. The students are then accompanied by the

teacher to the place and each child embarks upon what he intends doing at the place. Tamakloe et al. (2005) believe that the experiences gained by students in this methods are “numerous and are of high educational standard”, contrary to critics who think the method is time wasting and lacks purpose. In the structured type of out-of-door activity, Tamakloe et al. (2005) intimated that, the students are aware of what definite task they have to perform in the field. They go out to observe and look for preplanned issues and problems. In both the structured and unstructured types of out-of-door activity, Tamakloe et al. (2005) came out with stages. They are prerequisites, fieldwork activities and post-fieldwork activities. The only difference is that whereas there is a comprehensive account on pre-fieldwork activities in the structured out-of-door activity, there is practically none in the unstructured out-of-door activity.

Behrendt and Franklin (2014) on their part came out with formal and informal as types of out-of-door activities. According to them, formal out-of-door activities 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 out-of-door activities on the other hand are less structured and offer students some control and choice concerning their activities or environment. Informal education is a legitimate cognitive learning model. 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).

Conclusively, it can be examine from the discussions that, the writers all establish that, there are two types of out-of-door activities. Even though the writers used different names to address the types, when you carefully analyze them, it will be realized that they are all talking about the same thing. The interesting aspect is that, in all the types identified, effective learning takes place which is core objective of out-of-door activities.

2.5 How Out-of-door Activities are Planned

Dori and Herscovitz (2005) believe that, just as professional development is necessary to train teachers how to present a new curriculum, professional development focusing upon out-of-door activities would help teachers understand the necessity of preplanning, participation, and student reflection. Behrendt and Franklin (2014) on their part intimated that, experience in planning and attending out-of-door activities is important for teachers. They continued that, the teacher need to understand how out-of-door activities are planned in order 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 out-of-door activities. This highlights the fact that, teachers, especially those teaching Social Studies should be abreast with how out-of-door activities are planned in order to use the technique effectively to achieve the desired result.

When planning an out-of-door activity, one of the important considerations is whether or not the site is accessible for students with disabilities. Since the Social Studies classroom is made up of different students with different needs, it is important to create a very helpful environment to cater for each student during such visit. This can be done by first visiting the site and making the necessary arrangement for the visit. If a child has sensorimotor difficulties for example, arrangements should be made in advance to help that student have a meaningful experience (Martin & Seever, 2003). A disability should not prevent a student from a meaningful experience.

For a student to receive maximum benefit from an out-of-door activity, a Social Studies teacher, after outlining some of the topics of the term, should consider asking students for input on which site to visit. Students like to feel that they are actively involved in their education and this is one good way to make that happen making the Social Studies classroom very interactive and cordial (Finchum, 2013). According to McLoughin (2004), to continue building student ownership of his or her education, the Social Studies teacher could brainstorm with the class about possible questions to research both in advance of the visit and while at the site. Because the follow-up after the trip is of such

importance, the questions could also serve as the basis for how the students present what they have learned (McLoughin, 2004).

To build readiness among students, a teacher can outline several frameworks from which students can choose for presenting information learned at the site. Students can be grouped to discuss extensively about the yet to visit site. In order to also promote higher levels of cognitive thinking, students could be asked to write about their expectations, that is, what they expect to see, hear, and learn on the trip (Finchum, 2013). A follow-up assignment could be a second writing project in which the student compares his or her expectations with their actual experiences (McLoughin, 2004). Students need to have some background knowledge of the site to be visited, along with an understanding of the goals to be accomplished while at the site. Preparation should also include efforts to lessen the students' anxiety before the trip. This could be done by showing them photos of the site and some of the exhibits they will see while there. In all of the planning, it is important that there is a connection between the Social Studies curriculum and the site of visit.

2.5.1 Conducting Out-of-Door Activity

One factor the Social Studies teacher should consider when planning an out-of-door activity is to determine exactly what his or her role will be, and then to communicate that information to the students (Finchum, 2013). Monitoring behavior is important, but a teacher must also spend time teaching as well. It may be of benefit to the teacher to use different techniques than might be common in the classroom. For example, the teacher

might want to engage small groups of students at various stations during the trip (Finchum, 2013). In some cases, a class may be better served by a teacher who is more of a facilitator than an instructor (Myers & Jones, 2003).

In an article by Clark (2000), Charles Hou, a teacher in British Columbia, strongly supports out-of-door activities for students through word and deed. He takes a group of students on a nine-mile canoe trip down Fraser River to Fort Langley. The students dress as voyageurs and eat period food as well. Hou believes these experiences make the tour of the fort even more meaningful. It is Hou's belief that students don't remember much of what they learn in school, but will remember out-of-door activities where all their senses are utilized. Even with the difficulty of planning and facilitating field trips, they can be very rewarding (Clark, 2000).

Although students may eagerly await the day of the trip, and certainly can enjoy a day of learning in a less-structured environment, there are other benefits as well. On many occasions, parents welcome the opportunity to chaperone. However, learning is optimized only when Social Studies teachers actively integrate the information gained through the field trip with the Social Studies curriculum, otherwise, if the field trip is seen as a reward or a needed break, the academic benefits will be minimal (Finchum, 2013). While at the site, students should be given the opportunity to emphasize critical thinking. Rather than have them read a good deal of text, teachers can ask students to make predictions based on what they have observed (Finchum, 2013). If the size of the site is rather large, a teacher might want to have the students concentrate on certain areas

and then encourage them to return with their parents. Another possibility would be to include some time in the schedule for students to roam freely to visit exhibits that are of interest to them (Kisiel, 2006a).

In planning out-of-door activity, Ayaaba and Odumah (2013) came out of three stages. These include pre-fieldwork stage, the actual fieldwork stage, and post-fieldwork stage or evaluation stage.

Pre-fieldwork stage

1. The teacher must introduce the phenomenon in the fieldwork through a lead lesson. The lead lesson may take the form of lecturette, a film, a slide or a video show. This type of lesson is meant to expose the students to the nature of the fieldwork, the task involved, and also to arouse interest. The easiest way is to conduct a KWL activity: What do you already know about this? What do you want to find out? And later comes ‘what did you learn? An ambitious preparation is desirable, that is, something that will help children observe more keenly, question more knowledgeably, and absorb more thoroughly the whole experience.
2. Obtain administrative permission for the field trip and make arrangements for transportation. As a matter of policy, it is better to use a public transport or a school bus than it is to use private vehicles. In using private vehicles, the teacher is never sure if the vehicle is properly insured, if the driver is competent behind the wheel, or even if he has a valid drivers’ license.

3. Make all necessary preliminary arrangements at the place of the visit. This should include the time for the group to arrive, where the children are to go, who will guide them etc. It is recommended that the teacher pays a preliminary visit to the place before the actual trip. This will alert the teacher to circumstances and situations that should be discussed with the children before leaving the classroom. Make sure that the tour guide is aware of the purpose of the field trip.
4. Delve into informative resources on the subject. No teacher should approach a field trip unprepared. This knowledge will later be valuable in helping prepare children for the field trip and initiating follow-up and study activities.
5. Obtain written permission from each parent or guardian for the child to go on the trip. Do not travel with the students who do not return signed permission slips. Although this action does insulate or protect the teacher from being held responsible or liable in the event of an accident it indicates that the parent or guardian knows of the trip and approves of the child's going. Many schools have forms for this purpose that is filled out by the teacher and sent home to be signed by parents. Where no such forms exist, the children should be made to inform their parents verbally, although not the best.
6. Before embarking upon the journey, the class should set up standards of conduct for the trip. Children are quick to accept the challenge that the responsibility for a good trip rests personally with each member of the group. Time spent on this part of the preparation for excursion will pay dividends when the trip is underway. Nothing is more embarrassing for the teacher, more damaging to school community relations or more devastating to the educational purpose of field trip

than a group of rude and unruly children. This often happens when children are not adequately prepared for the trip.

7. If the trip is too long, make arrangement for launch and resting facilities. Take along a first-aid kit if possible.
8. Have an alternate plan in case the weather turns bad or something interferes with your plans.

Actual fieldwork Stage

1. As soon as the children assemble in the school for the field trip, there should be a head count. With young children, it is a good idea to place them in pairs because a child will know and report immediately, the absence of a partner. To assist with supervision of the children and to help ensure a safe trip, the teacher should arrange for other adults to accompany the group. Teachers can actually count on their colleagues to assist in this way. The teacher should meet with them prior to the trip and explain the purpose, standards of behavior, the route to be followed and other important details.
2. Arrive at the designated place on time, and have children ready for the tour guide. Ensure that the tour guide is introduced to the class. Supervise children closely during the tour to prevent accidents or injury. Before leaving, check again to make sure all the children are with group.
3. Make sure that time is allowed for answering children's questions.
4. Make sure that each child can see and hear adequately. Be sure to summarize the experience before the trip is ended.

Post Fieldwork Stage

1. Engage the class in appropriate follow-up activities. This should include writing a thank-you note to the place of visit and to the teachers who accompanied the class. In the primary grades, the children should dictate such a letter to the teacher who writes it on the chalkboard or chart. Individual children then copy the letter, and one may be selected to be sent or in some cases, they may all be sent. If the host has e-mail address, the children's letter can be sent using this medium.
2. The teacher and children will also want to evaluate carefully the extent to which the purpose of the trip has been achieved. Did we accomplish what we set out to do? Did we get the answers to our questions? What did we learn that we did not know before? What are some other things we will want to find out? If they are mature students, get them back into their groups and after some days plan how the data collected in the field should be organized and presented. During the presentation, the rapporteur should report only the issues that have been agreed upon by the group.
3. The teacher and children will want to evaluate the conduct of the class in terms of the standards set up before the trip was made. This evaluation should always include some favourable reactions as well as ways in which the group might improve on subsequent trips. A list of these suggestions for improvement may be saved for review just before the next trip is undertaken.
4. Discuss the enrichment projects in which children may engage for further study, such as construction activities, original stories, reports, dramatic plays and diaries. Survey other resources available in the community for study.

5. Use opportunities to draw on information and experiences from the field trip in other subjects taught in the classroom.

Commenting on how out-of-door activities are planned, Behrendt and Franklin (2014) were also on target when they mentioned before the trip, during the trip and after the trip as the areas to consider when organizing out-of-door activities. They continued that, the teacher's role in preplanning, implementation, and reflection often dictates the impact that the out-of-door activity will have on students. This is a detail breakdown of the three areas to consider in planning out-of-door activities by Behrendt and Franklin.

Before the field trip

The teacher should visit the venue prior to the out-of-door activity, 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 out-of-door activity, 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 (Rennie, 2007).

Orion and Hofstein (1994) cited three variables that prepare students for out-of-door activities: 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 out-of-door activity. Prepared students know behavior expectations, increase interaction with the exhibits and look for the connections between the exhibits and classroom concepts. The Social Studies curriculum should connect to the venue and its focus. There is little question that an out-of-door activity 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 out-of-door activity should not be a stand-alone experience (Kisiel, 2006a).

During the field trip

As the out-of-door activity 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 out-of-door activity, 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 out-of-door activity 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.

Students respond to an out-of-door activity 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 (National Research Council, 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 out-of-door activity 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.

From the description of how out-of-door activities are planned, it can be established that every successful trip depends on the planning. It is through proper planning that the teacher will achieve the actual objectives that they have set for the students. It is therefore important for the Social Studies teacher to take the planning of out-of-door activity seriously and conversant with what goes into the planning.

2.6 Importance of Out-of-door Activities

According to Finchum (2013), out-of-door activity experiences can have profound effects on students' attitudes and beliefs, regardless of the destination. He maintains that, simply touring a business district can help students get a grasp on poverty, homelessness, and mental illnesses. A deeper level of empathy can sometimes be achieved when students encounter situations that are real, not second hand information shared either through a textbook, or even a guest speaker. Such results are the goals of good Social Studies teachers and are necessary in developing effective citizens (Clark, 2000). In the words of Pope (2009), a well-organized and well-planned out-of-door activity can be educational, yet still be fun. Pope maintains that, life-long memories can be created and a desire for learning can be sparked. He again establishes that, it is often through out-of-door

activities that a student is likely to remember years later, more so than most activities and lessons completed in the classroom setting.

Out-of-door activities 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. Out-of-door activities offer a unique opportunity for students to create connections, which will help them gain understanding and develop an enjoyment of learning.

Out-of-door activities promote social growth for participating students by encouraging positive interactions among the students, teachers, and the guide. Students experience independence away from home and the classroom. Some students will develop with the freedom, but others may possibly need emotional support and well defined limits (Pace & Tesi, 2004). Out-of-door activities, especially overnight experiences, also benefit teachers. Dillon, Morris, O'Donnell, Reid, Rickinson and Scott (2005) noted that teacher and student relationships develop or improve, and teachers may gain new perspectives and ideas of how to teach the subject matter in a more experiential manner.

In the words of Ayaaba (2006), out-of-door activities extend learners' knowledge of their environment providing them with first-hand experiences that would not be possible to implement within a classroom. Supporting this view, Baja (1983) cited in Ayaaba and Odumah (2013) postulates that, out-of-door activities permit a Social Studies class to

study at first hand, many things that cannot be brought into the classroom because of size and inconveniences.

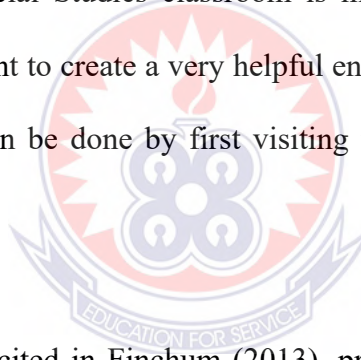
Aggarwal (2003) on his part, describes out-of-door activities as also helpful for the teachers to clarify, establish, co-relate and coordinate accurate concepts, interpretations and appreciations and enable him to make learning more concrete, effective, interesting, inspirational, meaningful and vivid. Thus, we can assertively say out-of-door activities help in completing the triangular process of learning that is motivation, clarification and stimulation. Again, Aggarwal (2008) points out that out-of-door activities aim at enriching, vitalizing and complementing content areas of the curriculum by means of first hand observation and direct experience outside the classroom. Corroborating the opinion of Aggarwal (2008), Kisiel (2006b) believes that, out-of-door activities promote meaningful connection to the curriculum, as what students encounter during the outdoor activities are real-life applications of what they have been learning in class.

2.7 Caveat in the use Out-of-door Activities

According to Ayaaba and Odumah (2013), teachers organizing out-of-door activities must first obtain administrative permission for the trip and make arrangements for transportation. They further maintain that, it is better to use a public transport or a school bus than it is to use private vehicles. In using private vehicles, the teacher is never sure if the vehicle is properly insured, if the driver is competent behind the wheel, or even if he has a valid drivers' license.

Victor (1965) on his part asserts that the out-of-door activity can be effective as a teaching technique only when it has a purpose. There must be a real reason for taking an out-of-door activity. The purpose may be to introduce or arouse interest in a new unit, to find the answers to questions and problems raised during the unit, or to summarize the highlights and important understandings of the unit. Whatever the purpose, it should be understood by all the children.

In the words of Finchum (2013), when organizing an out-of-door activity, one of the important considerations is whether or not the site is accessible for students with disabilities. Since the Social Studies classroom is made up of different students with different needs, it is important to create a very helpful environment to cater for each student during such visit. This can be done by first visiting the site and making the necessary arrangement for the visit.



According to Woolf (2012) cited in Finchum (2013), proper out-of-door activity behavior should be taught and practiced in advance as well. With this it is significant that students need to have some background knowledge of the site to be visited, along with an understanding of the goals to be accomplished while at the site. It is the responsibility of the teacher to ensure that, students are well prepared in advance for the trip by way of having background knowledge of the location to be visited.

Adding to this discussion, Lebak (2006) posits that, the role of classroom teachers are indeed an important factor in their students' participation and learning on out-of-door

activities. However, the role of the classroom teacher must extend from providing pre-planning and post-planning classroom activities to taking a greater role in the teaching and learning of students during the trip in order for students to connect classroom learning to learning in informal learning centers.

Lastly, Orion (1993:326) posits that, “out-of-door activities should be a learning experience. This criterion may seem trivial, but in reality, most field trips can be summarized as adventure social events. In order to make out-of-door activity more educational, a teacher should develop learning materials that both prepare students for the trip as well as guide them through it”. With this, Orion believes that the purpose of organizing trips will be achieved.

2.8 Relationship between Out-of-door Activities and Social Studies

When you carefully look at the goals of Social Studies, it is abundantly clear that, realizing the goals of Social Studies is dependent on the techniques a teacher employs in the teaching and learning process of which out-of-door activities stand tall in my objective view. Anderson and Piscitelli (2002) observe that out-of-door activities have long lasting consequences for students, typically involving memories of specific social context as well as specific content. They maintain that, non use of out-of-door activities implies that the problem of critical thinking and the technique of problem solving may not be achieved by Social Studies students. Nabors, Edwards and Murray (2009) also opine that, engaging students on out-of-door activities sharpen their skills of observation and perception by utilizing all their senses. With this, students are able develop a positive

attitude for learning, motivating them to develop connections between the theoretical concepts in the classroom and what has been experienced (Falk, Martin, & Balling, 1978; Hudak, 2003).

Out-of-door activities provide an opportunity for students to develop increased perception, a greater vocabulary, and an increased interest in the outdoors (Hoisington, Savleski, & DeCosta, 2010). Developed interest, stimulates curiosity, empowering students to ask questions, discuss observations, consider past experiences, or simply ponder on the topic (Farmer, Knapp, & Benton, 2007; NRC, 2009). When on an out-of-door activity, the venue is not the only location that affects students, they also gain knowledge and understanding about their neighborhoods and communities as they travel from the school to the trip venue (Nabors, Edwards, & Murray, 2009). Michie (1998) cited in Behrendt and Franklin (2014) outlines five purposes for the planning of out-of-door activities. There are:

1. To provide firsthand experience,
2. To stimulate interest and motivation,
3. To add relevance to learning and interrelationships,
4. To strengthen observation and perception skills, and
5. To promote personal (social) development.

Critically examining the goals of Social Studies in relation to the relevance of out-of-door activities, it is crystal clear that, before the goals of Social Studies can be achieved it is important to integrate out-of-door activities in the teaching and learning process. It is

through out-of-door activities that students develop positive attitudes, values and skills enabling them to make decisions so that they can resolve personal and societal problems and also contribute to policy making processes.

2.9 Challenges of Out-of-door Activities

A lot have been written about the problem of declining opportunities for out-of-door activities (for example, Harris, 1999; Barker, Slingsby & Tilling, 2002). The research that is available, suggests that there are a number of challenges and opportunities that have affected the provision of out-of-door activities over recent years. This section will be devoted into looking at the challenges of out-of-door activities that serve as a disincentive to teachers to use in their teaching.

A frequently-cited challenge for out-of-door activities is fear and concern about young people's health and safety. One source of such fear has been 'a number of well-publicised accidents involving school children', which have served to overshadow 'the educational benefits of out-of-door activities' (Thomas, 1999:131). 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 (1996:296) 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 recently in relation to farm visits following a civil court case concerning a child contracting an *E. Coli* infection during an organized school visit to an 'Open' farm in 1997 (Richardson, 2000). 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) recently advising ‘members against taking school trips because society no longer appears to accept the concept of a genuine accident’ (Clare, 2004).

Another major challenge is teachers’ confidence and expertise in out-of-door activities. A recent OFSTED 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 (Clay, 1999:84). This was particularly evident in the differences between primary school and secondary school provision.

The 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 was emphasized by Titman (1999:10) cited in Rickinson, Dillon, Teamy, Morris, hoi, Sanders and Benefield (2004) when he conducted a qualitative study of 32 secondary schools in England and found out that, one of the barriers of using out-of-door activities cited by teachers was ‘personal and professional limitations, such as lack of training and fear of lack of control. This is echoed by more recent school grounds research in England and Australia (Skamp and Bergman, 2001; Malone and Tranter, 2003a and b; Rickinson et al., 2003a and b) cited in Rickinson et al. (2004), as well as studies into teachers’ ability to provide opportunities for active citizenship within and beyond the school (Kerr & Cleaver, 2004) cited in (Rickinson et al., 2004).

This gives credence to the fact that, most teachers do not have the expertise to organize successful out-of-door activities which by extension goes to defeat the purposes of the trip. This was confirmed by Ayaaba (2006:38) when he intimates that “poorly planned trips are worse than none at all, for they lack purpose, may jeopardize the safety of the children, may course poor public relation between the school and the community, and can break down learning which the teacher should have been trying to achieve in the classroom”.

Michie (1998) cited in Behrendt and Franklin (2014) contributing to the challenges of out-of-door activity identified the following seven barriers to successful trips:

1. Transportation;
2. Teacher training and experience;
3. Time issues such as school schedule and teacher’s ability to prepare;
4. Lack of school administrator support for field trips;
5. Curriculum inflexibility; augment
6. Poor student behavior and attitudes; and
7. Lack of venue options.

Mawdsley (1999) and Scarce (1997) cited in Behrendt and Franklin (2014) augmenting Michie’s write up, posit that finding time for the trip and making arrangements for students who cannot make the trip adds tasks to an already busy teacher schedule which also constitute a barrier in itself. Teachers need to determine the logistics to transport students. In a similar argument by Hudak (2003), large introductory classes present

unique challenges due to the need of larger transportation facilities, safety issues, more student logistical planning, and time lost trying to organize the large group. Complementing Hudak (2003), Kalvaitis (2007) suggested that, often, a teacher's biggest fear is losing control of the students once at the field trip location. Upon arrival at a field trip venue, students are often disoriented resulting in excited, explorative and unrestrained behavior (Falk, Martin & Balling, 1978 cited in Behrendt & Franklin, 2014). It is therefore imperative that, the teacher prepares the students for the field trip in order to maintain a level of control that will allow for learning to occur when the class arrives at the venue (Ewert, 2009 cited in Behrendt & Franklin (2014).

Tamakloe et al. (2005:363) commenting on the challenges of out-of-door activities intimate that, out-of-door activities “are usually costly to be undertaken more especially when the phenomenon for the study is far away from the school”.

Evaluating the above challenges it can be established that, planning a successful out-of-door activities is not a child's play since there are a lot of challenges that come with it. It is therefore important that as a teacher, teaching Social Studies you must endeavor to bring your expertise and experience to bear in order to organize a successful trip that will motivate and connect students to appreciate and understand classroom concepts better than indoor lessons. It is also important to motivate yourself as a teacher and not allow the challenges of out-of-door activities to put you off from using it in teaching.

2.10 Teachers' Perception of Out-of-door Activities

A number of studies have reported teachers' perceptions on out-of-door activities (Bentsen, Jensen, Mygind, & Randrup 2010; Bixler & Floyd, 1997; Dymont, 2005; Ernst & Tornabene, 2012; Han & Foskett, 2007; Moffet, 2011; Rickinson et al., 2004; Tal, 2001; Tal & Morag 2009; Simmons, 1998; Smith, 1999; Szczepanski, Malmer, Nelson & Dahlgren, 2007; Taylor, Power & Rees, 2010; Waite, 2011). According to Fägerstam (2012), well-documented teachers' perceptions of barriers regarding out-of-door activities include lack of confidence, time and resources constraints, as well as overcrowdedness of students in the bus and the visiting scene and inflexible curricula. She maintains that, disciplinary issues, such as students' behaviour and lack of interest, are also a concern to teachers. Safety concerns are sometimes cited by teachers as a barrier to out-of-door activities according to Fägerstam.

Contributing to this discussion, Rickinson et al. (2004) posit that studies that have investigated school teachers' perceptions about out-of-door activities suggest that health and safety issues represents one of a number of difficulties facing school staff in their resolve to embark on out-door activities. This was the case, for example, for 65 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 reported by teachers and outdoor educators involved in the current Growing Schools Initiative in England (Scott, Reid & Jones, 2003). It is important to recognise that concerns about children's well-being and safety are part of what Thomas (1999:131) 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’. In other words, the growth of a litigation culture is another dimension of teachers’ and schools’ concerns about out-of-door activities.

Issues of concern were also raised by Simmons (1998:31) in her research on Chicago teachers’ willingness to use out-of-door activities for environmental education. Based on interviews with 59 elementary school teachers ‘with widely differing experiences in providing out-of-door activities, the study found that:

The teachers did not believe that they were particularly well trained to teach in natural areas ... they seemed to believe that their classes were too large to manage and that they lacked the necessary background to teach in [such places].

The requirements of school and university curricula and timetables are another reported constraint on out-of-door activities brought forward by teachers. According to Titman (1999:10) secondary school teachers in England cited that ‘the main reason for not using out-of-door activities was the belief that the National Curriculum neither prescribes nor provides sufficient flexibility to permit the use of out-of-door activities for teaching’. Titman went further to state that, secondary school teachers think that the school timetables in various countries have insufficient time to undertake out-of-door activities during a single lesson period, or are unwilling to extend out-of-door activities 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, 1998:47).

Again, in the works of Humberstone (1993), Beedie (1998) and Clay (1999) the teachers think that, the English National Curriculum's focus on out-of-door 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. Barker et al. (2002:7) in their write up, intimate that some teachers think changes in secondary school science syllabus requirements meaning that 'coursework and individual investigations now take precedence over developing a sense of place'. This as a matter of fact has prevented them from embarking on out-of-door activities. Clark (1997:390) on his part asserts that teachers view the growth of institution-wide timetabling arrangements and modular courses in UK universities meaning that 'opportunities for out-of-door activities in the local area' are more limited. With this in the minds of teachers, most of them find it extremely difficult conducting out-of-door activities knowing very well the undisputable merits that come along with such a teaching technique.

However, despite the barriers, teachers' have also discussed the many advantages they and their students are likely to benefit from out-of-door activities. There seems not to be a limitation on the type of subjects that can be taught using out-of-door activities (Dyment, 2005; Jordet, 2007; Szczepanski et al., 2007). Acknowledging national differences in context and approach, the assumptions for the potential advantages of out-of-door activities are general. For instance, in a project conducted by Mygind and colleagues (2005) in the Danish forest, teachers' found that nature improved cooperative, experiential and inquiry-based learning, but the inquiry-based and student-centred approaches often collided with teachers' intentions and plans for curriculum goals

(Stelter, 2005). The potential for outdoor learning to promote experience-based learning opportunities in ‘real-life’ contexts are further supported by Dymont (2005), Jordet (2007), Moffet (2011) and Waite (2011).

2.11 The Influence of Teachers’ Perceptions of Out-of-door Activities on their Teaching

Pratt (2002) maintained that teachers’ perceptions have immense influence on their teaching. It is therefore important to establish that the perception of teachers about out-of-door activities go a long way to influence them to adopt during their teaching or not depending on what they see “good” about it or otherwise. According to Fägerstam (2012), teachers’ perceptions of out-of-door activities include lack of confidence, time and resources, as well as over-crowdedness and inflexible curricula. She maintains that, disciplinary issues, such as students’ behaviour and lack of interest, are also a concern to teachers. Looking at this perception by teachers as stated by Fägerstam, it can be declared that, most teachers who share Fägerstam’s views may feel reluctant to integrate out-of-door activities in their teaching because of the various difficulties that sometimes emerge with the organization. Such teachers will prefer to teach the subject using other techniques to out-of-door activities in order not to plunge into some of these difficulties. Even though some may achieve their aim using other techniques, the absolute benefits students would have gotten from out-of-door activities will be lost.

However, some teachers also believe out-of-door activities are better technique to use in teaching considering the immense benefits both teachers and students derive from them.

In the words of Fägerstam (2012), overarching answers from teachers were that out-of-door activities improved meaningful, multidisciplinary and multisensory learning. She maintains that, out-of-door activities facilitated links between theory and practice, and the value of out-of-door activities as ‘authentic and real’ were other reported advantages by the teachers. Teachers with these perceptions may also be greatly motivated to use out-of-door activities in their teaching.

Conclusively, it can be realized that, teachers perception on out-of-door activities to a larger extent influence their teaching of the subject especially when it comes the teaching of Social Studies. It is my hope that teachers with negative perception towards out-of-door activities will change their perception after my research is completed to enhance their teaching especially when it comes to the teaching of Social Studies as a subject which is stuffed with abstract concepts.

2.12 Teachers’ Use of Out-of-door Activities

The notion that each out-of-door activity must be framed as an instructional activity integral to the curriculum has been promoted for many decades (Rebar, 2009a). It is therefore important for teachers using out-of-door activities to state in obvious terms what the trip is about, what the students stand to gain embarking on a particular trip and whether the trip is aligned with the curriculum. Confirming this, Victor (1965:91) asserts that:

The field trip can be effective as a teaching technique only when it has a purpose. There must be a real reason for taking the field trip. The purpose may be to introduce or arouse interest in a new science unit, to find the answers to questions and problems raised during the unit, or to

summarize the highlights and important understandings of the unit. Whatever the purpose, it should be understood by all the children.

However, such intentional use of out-of-door activities coupled with clear communication about the purpose appears to be quite rare; prior research has found that teachers often do not recognize the degree to which they can and do shape students' learning experiences in such settings and, consequently, students tend to understand a different purpose (Griffin & Symington, 1997). Similarly, research on ways to improve teaching and learning on out-of-door activities led Lebak (2006:25) to conclude that

The role of classroom teachers is indeed an important factor in their students' participation and learning on field trips. However, the role of the classroom teacher must extend from providing pre-planning and post-planning classroom activities to taking a greater role in the teaching and learning of students during the field trip in order for students to connect classroom learning to learning in informal learning centers.

Again, these studies point to the need for further descriptions of teachers' pedagogical strategies employed during out-of-door activities, with specific attention to strategies that attempt to link classroom lessons with learning experiences that occur on the out-of-door activity (Rebar, 2009a). Rebar continues that, teachers face constraints on their teaching due to the arrangement of space and available exhibits and resources, but these should not be so prohibitive as to preclude teachers from taking an active role in facilitating learning through the out-of-door activities.

The opinion that out-of-door activities can enhance education is not new; the preeminent educational philosopher John Dewey long ago argued that all genuine education comes through experience (Dewey, 1938). Dewey's opinion throws more light on the significant

of out-of-door activities on students' learning. It is therefore imperative for teachers especially those teaching Social Studies to integrate out-of-door activities in their teaching. Apparently, students are not learning effectively by using traditional textbooks and approaches in the classroom. The classroom environment does not promote sufficient engagement with the content. There is a need for teachers especially, those teaching Social Studies to look outside the classroom for other resources that can enhance curriculum effectiveness. While often supplemental text materials are used by teachers to present information, the engagement and excitement of student-centered learning is often lost (Rebar, 2009a).

Rebar (2009a) intimates that, teachers leading out-of-door activities are presented with many affordances as well as constraints to teaching within the physical environment. He maintains that, how teachers frame the visit for students can greatly enhance or diminish students' learning opportunities. Certainly the curriculum used by each teacher who leads out-of-door activities varies and, more specifically, their motivations and learning goals vary for these particular out-of-door activities. However, regardless of their individual curriculum, motivations, and learning goals teachers must employ strategies to promote relevant and intentional learning situations in order to fully take advantage of the many affordances those trips provides (Rebar, 2009a). Also, teachers can enhance learning opportunities by guiding students with questions, prompts, tasks, and activities that provide students with choices and allow students to make personal discoveries as they learn. Providing students with choices at various level, is a research recommended

strategy for maintaining students' attention on field trips (Gilbert & Priest, 1997; Kisiel, 2003; Orion & Hofstein, 1991).

Rebar (2009b) on his doctoral dissertation at the Oregon State University, interviewed teachers regarding their use of the out-of-door activity and their sources of knowledge for their practices. Data from all sources were organized by repeating ideas relevant to the questions of interest. The resulting evidence was interpreted to support distinct categories of teacher strategies and experience and related claims about these strategies and experiences. Overall analyses reveal that teachers make a variety of curriculum connections during their visit. In most cases, these connections may be characterized as unplanned and opportunistic. Moreover, evidence suggests teachers treat students' experiences as a background experience related to the curriculum rather than as an opportunity to introduce new concepts in an intentional way. The fine details of teachers' curriculum connecting strategies provided by this study provide a logical starting point for specific efforts designed to support and enhance teachers' out-of-door activity pedagogy. Nevertheless, teachers included in this study were leading out-of-door activities that created countless learning opportunities for their students.

Rebar (2009b) again asked the teachers about their influences on their out-of-door activity practice with specific focus on observed strategies. The findings suggest four categories of training experiences that teachers apply to their practice:

1. informal mentoring;
2. past experience trip leading;

3. outdoor education training and
4. traditional education training

Overall findings along with a review of previous research are suggestive of many ways in which efforts to enhance students' learning opportunities may be developed by means of support for teachers. Foremost among recommendations is the idea that out-of-door activity pedagogy be integrated into courses required for pre-service teachers. Furthermore, the findings of this study may serve as a starting point for the development of specific support and teacher professional development activities intended to enhance teachers' use of their resources as learning opportunities for their students. Among the implications is the idea that institutions developing teacher professional development activities might capitalize on teachers' existing sources of knowledge, for example by providing structured support for peer-mentoring and guided reflections related to out-of-door activity preparations and skills.

In the same study conducted by Rebar (2009a) at the Oregon State University, some of the teachers confessed that they did not coordinate the trip with the curriculum which in my candid view is against the ethics of out-of-door activity. Every out-of-door activity must have a direct link with the curriculum so as to benefit the students academically. In a related development some teachers also reveal that the timing of the trip did not ideally match their curriculum even though they responded that the trip was aligned with the curriculum. Even though it may be against the ethics of out-of-door activity, I think this is far better than those who do not link it to the curriculum at all. Moving forward, it is

important to note that among the respondent, some disclose that they coordinated the trip with the curriculum making their trip more relevant than others.

From the above illustrations on how teachers use out-of-door activities, it can be established that, most teachers embark on out-of-door activities for fun since some of the teachers could not connect the trips to the curriculum. Any trip conducted by a teacher should have a direct link with the curriculum else it loses the actual purpose for which it has been conducted which is mainly academic. Even though some teachers reveal that they connect the trips with the curriculum, I will encourage that all teachers should ensure that trips conducted relate to the curriculum, which I believe is a feature of an out-of-door activities.

2.13 Theoretical Framework

The Senior High School Social Studies syllabus is a replete of abstract concepts such as democracy and nation building, socialization, leadership and followership (Ayaaba, 2006). It is suggested in the syllabus that opportunities are created by teachers for students to relate these abstract concepts to tangible or real life situations in order for the students to learn or have first hand information of such concepts and equally live by such tenants as future leaders. This, no doubt, per the objectives of Social Studies as spelt out in the Senior High School Social Studies syllabus can be associated with the socio-cultural and experiential views of learning elaborated by Vygotsky and John Dewey respectively (CRDD, 2010).

Vygotsky's socio-cultural 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 believed everything is learned on two levels. First, through interaction with others, and then integrated into the individual's mental structure. Vygotsky 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 (Vygotsky, 1978:57)

In out-of-door activities the socio-cultural environment is the site where students are taken to learn, providing them with the platform to interact with the social environment, their mates and the teacher as well. The perceptions of teachers inform their organization of out-of-door activities. It is therefore crucial to look into perceptions of teachers regarding out-of-door activities which logically promote Vygotsky's socio-cultural theory which forms the bases of my study.

Another theory associated with out-of-door activities is John Dewey's Experiential Learning Theory. Dewey (1938), the well-known educational theorist of the early 20th century, emphasized the importance of experience in constructing one's education. According to Dewey, "In what I have said I have taken for granted the soundness of the principle that education in order to accomplish its ends both for the individual learner and

for society must be based on experience – which is always the actual life-experience of some individual” (Dewey, 1938:89).

Out-of-door activities, even those that are intended as entertainment, provide such “life experiences” that connect to the various disciplines in the realm of Social Studies. Dewey (1938) believes that experience and education are two concepts strongly related to the learning process. According to Dewey (1938:20) “there is an intimate and necessary relation between the process of actual experience and education”. Hence, in this way experience is an important component of the learning process (Higgins & Nicol, 2002). Students need to value such experiences related to Social Studies if they are to truly understand Social Studies. Before that can be realized, there is the need to look at the perceptions of teachers regarding out-of-door activities

The rationale for the use of out-of-door activities as part of the school curriculum is well established and at the same time recommended as stated in the Citizenship Education/ Social Studies curriculum right from the upper primary to the tertiary level; thus, from both a theoretical and practical perspective. With regard to the former, Bransford, Vye, Stevens, Kuhl, Schwartz and Bell (2005) argue that, research on informal learning must be emphasized in conjunction with research on formal learning because learning is learning regardless of the setting.

Similarly, these two types of learning that, by definition, take place in different contexts in the Social Studies classroom are viewed independently not just by researchers but by

teachers and students as well, leading some Social Studies students to declare that they are not learning anything in informal settings unless formal procedure (Griffin & Symington, 1997). The observation that the Social Studies classroom tends to be abstract, divorced from the real world, involves ideas and generally lack connections to live experience (Ramey-Gassert, 1997) supports the conclusion that teachers often separate formal and informal learning as well. It appears that even Social Studies teachers who lead out-of-door activities often separate the two by failing to provide purposeful connections to the curriculum for students (Anderson, Kisiel, & Storksdieck, 2006; Griffin & Symington, 1997).

However, the research that focus on informal learning has also helped highlight the interpretation of formal learning, particularly in-school learning, as but one context among many in which learning occurs (Bransford et al., 2005). Thus, out-of-door activities provide an ideal opportunity to bridge the gap between informal and formal learning by highlighting relevant topics and materials in the Social Studies syllabus and in different settings. These observations indicate that although, out-of-door activities are well supported as an appropriate approach to Social Studies learning, there is a need for more evidence on the perceptions of Social Studies teachers.

In sum, it is clear that, the socio-cultural and experiential philosophies of learning views social interactions, which take place in a culturally and physically defined context, as learning events. Because the questions of interest focus on teachers' perceptions and more specifically, teachers' experiences and interactions during out-of-door activities. A

socio-cultural and experiential approach is useful to uncovering insights about teachers' practices in the teaching of Social Studies. Vygotsky's socio-cultural theory and John Dewey's experiential Learning Theory strongly support out-of-door activities as an educational strategy because they motivate, engage students and foster learning connections between formal and informal settings calling for a study into the perceptions of teachers regarding out-of-door activities.

2.14 Summary of Chapter

The target of this chapter was to discover the unending conversations about teachers' perception of out-of-door activities in Social Studies, the influence of their perception on their teaching and their use of out-of-door activities as a teaching technique. The review of literature in these areas shed some light on a number of important areas worth our consideration. The theoretical framework relevant to the study was also considered under this chapter.

In the first place, the researcher looked at literature on the meaning, goals and objectives of Social Studies, the concept of out-of-door activities which include: the meaning of out-of-door activities; how out-of-door activities are planned; importance and caveat in the use out-of-door activities, the relationship between out-of-door activities and Social Studies and finally teachers' use of out-of-door activities. From the literature on the concept of Social Studies which I limited to the meaning, goals and objectives and that of out-of-door activities it can be established that the two concepts (Social Studies and out-

of-door activities) stands for the same purpose when you careful and critically examined their features.

In the words of Blege (2001), Social Studies as “citizenship education deals with societal problems relating to the survival of the individual and society that equips students with the relevant knowledge, attitudes, values and skills to help them solve their personal and societal problems”. Similarly, Quartey (1984:2) writes that, “Social Studies is a study that equips the youth with tools necessary in solving personal and community related problems”. Examining the definitions given by these two writers, it is obvious that Social Studies as a subject, helps students understand their society better, helps them investigate how their society functions and hence assists them to develop that critical and at the same time developmental kind of mind that transforms society (CRDD, 2010). This means Social Studies teachers need to be knowledgeable about the subject matter and its teaching techniques in order to achieve the goals and objectives of Social Studies. It is from this conviction that I see out-of-door activity as the best technique for the Social Studies teacher to realize these objectives and goals of the subject. Achieving the objectives and goals of Social Studies therefore lies in the hands of the teacher.

From the literature it came to light that most teachers do not have the knowledge to embark on out-of-door activities since their trips do not have any connection with the curriculum. In my candid view those teachers only undertake trips for the purpose of entertainment and not to enrich their classroom instruction which is the cardinal principle of which out-of-door activities rest on. It stands to reason that, Social Studies teachers’

willingness to use of out-of-door activity depends on their perception of the technique. Their perceptions of out-of-door activities to a large extent influence their use of the technique in teaching.

However, a scan through a number of literatures also indicates that much research has not been conducted on the level of Social Studies teachers' perception of out-of-door activities, especially, in the teaching and learning of Social Studies here in Ghana. Thus, by researching on the perception of Social Studies teachers on out-of-door activities, my intention with this thesis was to aid in filling this gap in the literature. It is this missing gap that this study set out to address. In the light of these findings, there definitely appears to be a need for some concurrent mixed method research to gain a picture of: 1) Perception of Senior High Schools Social Studies teachers about out-of-door activities, 2) How these perceptions influence their teaching of Social Studies in the Senior High Schools and 3) How Senior High Schools Social Studies teachers use out-of-door activities. Answering these questions will reveal the empirical basis for Social Studies teachers' perception of out-of-door activities and how they use it in their teaching. This, to me, will help build positive attitudes towards the use of out-of-door activities.

CHAPTER THREE

METHODOLOGY

3.1 Introduction

This chapter explains the methodology and the design used in the study. It also presents information on participants (sample), including sampling techniques, as well as methods used in data collection: questionnaires and interviews. The chapter also deals with the description and distribution of instruments used. In this study, the mixed methods approach is used and the choice of the particular design under the approach explained. In addition, discussion about reliability and validity of the research instruments used has been provided.

3.2 Research Approach

The general research approach chosen for the study was the mixed methods research approach. Mixed methods research approach is defined as an approach in which the researcher collects, analyzes and mixes both quantitative and qualitative data in a single study or a multiphase program of inquiry (Creswell & Plano Clark, 2007). They maintain that, mixed method approach is more than simply collecting and analyzing both kinds of data; it also involves the use of both approaches in tandem so that the overall strength of a study is greater than either qualitative or quantitative research. Working from the pragmatist paradigm, mixed methods researchers accept the idea that qualitative and quantitative methods are indeed compatible (Howe, 1988). The researchers are not required to choose between qualitative or quantitative methods but instead, they

determine how both qualitative and quantitative methods will answer their research questions.

3.3 Research Design

According to Creswell (2009), research designs are plans and the procedures for research that span the decisions from broad assumptions to detailed methods of data collection and analysis. He maintains that, the selection of a research design is based on the nature of the research problem or issue being addressed, the researchers' personal experiences, and the audiences for the study. Considering the research problem, the purpose and the research questions formulated as spelt out in chapter one, the researcher adopted the concurrent mixed methods design which is also called parallel, convergent and simultaneous mixed methods design (Creswell, 2003; Morse, 1991; Tashakkori & Teddlie, 1998). Regardless of the name, in concurrent mixed methods design, data are collected using quantitative and qualitative data collection procedures/instruments (example, questionnaire and semi-structured interview respectively) and analysed in complementary manner.

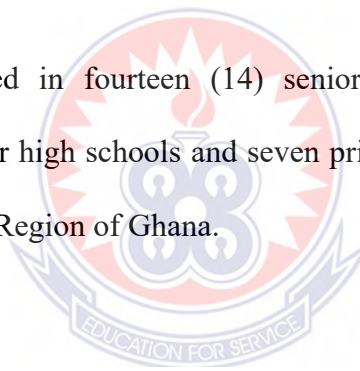
3.4 Paradigm and Philosophical Underpinning of the Approach

Although philosophical ideas remain largely "hidden" in research (Slife & Williams, 1995), they still influence the practice of research and need to be identified. Brannen (2005) on his part intimates that, the researcher's choice of methods is said to be paramountly influenced by his or her philosophical assumptions. Philosophically, researchers make claims about what is knowledge (ontology), how we know it (epistemology), what values go into it (axiology), how we write about it (rhetoric), and

the processes for studying it (methodology) (Creswell, 1994). In this study, the researcher adopted the pragmatist philosophy to achieve the objectives of the study. Denscombe (2008) espouses that, pragmatism is generally regarded as the philosophical partner for the mixed methods approach. It provides a set of assumptions about knowledge and inquiry that underpins the mixed methods approach and distinguishes the approach from purely quantitative approaches that are based on a philosophy of positivism and from purely qualitative approaches that are based on a philosophy of interpretivism or constructivism (Johnson & Onwuegbuzie, 2004; Maxcy, 2003; Rallis & Rossman, 2003).

3.5 Setting

The study was conducted in fourteen (14) senior high schools comprising seven government assisted senior high schools and seven private senior high schools in the Ho Municipality of the Volta Region of Ghana.



3.6 Population

All Senior High Schools' Social Studies teachers in the Volta Region constituted the target population. All Social Studies teachers in both public and private Senior High Schools in the Ho Municipality constituted the accessible population. In all, there were fifteen (15) Senior High Schools which were made up of seven (7) government assisted and eight (8) private registered ones, with a total Social Studies teacher's population of 79 (seventy-nine) at the Ho Municipality at the time of conducting the research (Ghana Education Service (GES): Volta Region Office).

3.7 Sample and Sampling Technique

A sample of seventy (70) SHS Social Studies teachers from fourteen (14) Senior High Schools within the Municipality was selected for the study. Non-probability sampling methods such as convenience and purposive sampling techniques were employed by the researcher to select the sample of district, schools and respondents (teachers) for the study.

Convenience sampling technique was employed to select the Ho Municipality out of the twenty-five (25) districts in the Volta Region of the Republic of Ghana. Ho Municipality was selected due to the large number of Senior High Schools it houses. As at the time of conducting the research, there were fifteen (15) Senior High Schools which were made up of seven (7) government assisted and eight (8) private registered ones. Fourteen (14) Senior High Schools were conveniently selected for the study out of the fifteen (15) because I had the permit to conduct the study in those schools. Convenience sampling technique was again used to select seventy (70) teachers teaching Social Studies for the study from the Municipality. Even though as at the time of the study there were 79 Social Studies teachers in all the fifteen (15) schools studied, seventy (70) of them were sampled for the study because they had given their consent to be studied. According to Fray, Carl and Gary (2000), convenience sampling includes participants who are readily available and agree to participate in a study.

Babbie (1990:97) asserts that, Purposive sampling is when a researcher selects a sample “on the basis of his knowledge of the population, its elements and the nature of the research aims”. Supporting this assertion, Lewis and Sheppard (2006) argue that, the

main goal of purposive sampling is to focus on particular characteristics of a population that are of interest, which will best enable you to answer your research questions. In the light of this, I used purposive sampling technique to select eight trained graduate Social Studies teachers (8) out of the seventy (70) sampled teachers for one - on - one interview. This technique was employed in order to allow the researcher select teachers who are trained graduates in Social Studies to serve as respondents for the study. It was important to select trained graduate Social Studies teachers for the interview because it was assumed that they have acquired the professional training in the subject and have the required knowledge the researcher sought for in the research.

3.8 Data Collection Instruments and Techniques

Techniques for data collection used were questionnaire and interview. Through these, primary data were largely collected.

3.8.1 Questionnaire

The questionnaire aimed at determining Social Studies teachers' perceptions of out-of-door activities. The questionnaire was divided into four sections, that is, A, B, C and D with the A section composing and soliciting biographic data. The rest of the items were in three major categories, namely perception of Social Studies teachers about out-of-door activities, how their perception of out-of-door activities influence their teaching and lastly how Social Studies teachers use out-of-door activities in their teaching. Together, these sections had forty-two closed items as can be seen in Appendix A. The questionnaire was

administered prior to the interview sessions to seventy (70) Social Studies teachers in the Ho Municipality.

3.8.2 Semi-structured Interviews

Many researchers use semi-structured interviews because questions can be prepared ahead of time and allow the interviewer to be prepared and appear competent during the interview. According to Yin (2009) cited in Adam (2012), semi-structured interviews are a very significant data collection instrument for data collection as they give the researcher the opportunity to facilitate a guided non-threatening conversation via the use of a flexible set of topic-specific questions. Semi-structured interview guide was therefore, designed to gather information from Social Studies teachers regarding their perceptions about out-of-door activities, its influence on their teaching and the Social Studies teachers' use of out-of-door activities in their teaching.

The interview guide designed was also partitioned into four sections, that is A, B, C and D with the A section composing and soliciting biographic data of respondents. The rest of the items were in three major categories, namely perception of Social Studies teachers about out-of-door activities, influence of their perception on their teaching and teachers' use of out-of-door activities in teaching and all together contained nineteen open-ended questions. A sample of the guide can be seen in Appendix B. Eight teachers were interviewed within the study period. Ethically, those teachers who agreed to be interviewed after the researcher approached them and sought their approval were

considered since they were aware that the interviews were to be recorded and transcribed later.

3.9 Pilot-testing of Instruments

A pilot-test of the instrument for the study was conducted in the Ho Municipality. A questionnaire for 20 sampled Social Studies teachers were administered in three selected schools in the Ho Municipality. In addition, five (5) Social Studies teachers were selected for the one-on-one interview. The pilot-test helped to reframe and re-structure unclear and ambiguous items. Some items were re-arranged to ensure reasonable ordering and removal of repeated ones. More significantly, the pilot-testing of the instrument enabled me to ascertain the internal consistency (reliability) of the instrument. The questionnaire and the semi-structured interview were then given to experienced researchers in the field of measurement and evaluation to examine the items and provide professional advice on the instrument. Finally, my supervisor vetted the questionnaire and the semi-structured interview and validated them.

3.10 Validity and Reliability

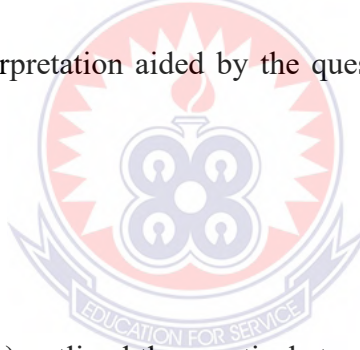
In the words of Weiler (2012), validity is the degree to which an instrument measures what it intended to measure. To enhance the validity of this study, the researcher discussed extensively the questionnaire and semi-structured interview guides with some lecturers of Social Studies Department in the first place. After effecting the corrections recommended by my lecturers I later handed them over to my supervisor for careful scrutiny after some items were eliminated and reframed. Also, the researcher during the

interview sometimes went back and forth on questions already asked if clues emerged from subsequent answers. The clues were then used to probe further and to solicit the information that gave relevant information necessary for the research. The participants were asked to validate the interview transcripts. Interviews in the study was taped and transcribed. The transcripts were sent back to the participants for verification and validation. This was done in order to ensure that the transcripts truly reflected their views.

Going further to ensure the validity of the findings, results from all data sources were triangulated using the simultaneous triangulation method. According to Morse (1991), simultaneous triangulation represents the simultaneous use of qualitative and quantitative methods in which there is limited interaction between the two sources of data during the data collection stage, but the findings complement one another at the data interpretation stage. It is a way of overcoming the weaknesses and biases which can arise from the use of only one data collection method, such as observation, questionnaires, interview among others. Triangulation in this study therefore, was used for the purpose of assuring the validity of the research results through the use of a variety of research methods and approaches and was concurrently done with recourse to data from the interviews and questionnaires made. Also, with the questionnaires, test-retest technique was used to establish reliability of the test. The calculated Cronbach's alpha coefficient of reliability of the instrument yielded an alpha (α) value of .76, indicating a high reliability. In the social sciences, acceptable reliability estimates range from .70 to .80 (Nunnally & Bernstein, 1994). Obtaining an alpha (α) value of .76 therefore, means the items were reliable.

3.11 Data Presentation and Analysis

The entry of quantitative data and analysis was done using Statistical Package for the Social Sciences (SPSS). Data collected through questionnaire were edited by the researcher to guarantee that all information gathered was ready to be used. This was followed by coding to analyse data by the use of SPSS into tables and percentages. Lastly, the researcher used descriptive statistics to interpret the data. However, qualitative data collected through interview were analysed using the interpretive method based on the themes arrived at in the data collection. The researcher related the themes to the research questions and interpreted on a number of issues raised by respondents. These were based on questions on the semi-structured interviews. It is important to note that data presentation and interpretation aided by the questionnaire and interview was done concurrently.



3.12 Summary

This chapter (chapter three) outlined the practical steps that were taken to implement this study. It described the design of the study, how the district, schools as well as respondents were selected, and the instruments that were used to collect data, how data were collected, processed and analyzed. The processes that have been discussed reveal that the research was conducted in a well thought-out and ethical manner to ensure that the integrity of the data and respondents was maintained. The next chapter presents the results that emerged from this research process and the discussion of findings derived from the data collected.

CHAPTER FOUR

PRESENTATION AND DISCUSSION OF FINDINGS

4.1 Introduction

This chapter presents and explains the outcome of the research having gathered the questionnaire and interview responses. Simultaneously, in this chapter, the major findings set out are interpreted, discussed and inferences made from them in view of findings from related literature as purported in chapter two of this study. The presentation is done using the mixed methods approach (concurrent mixed methods design) and with recourse to the three formulated research questions as in chapter one. The results underpinning this study were organised in formal themes derived from the participants' questionnaire and interview transcripts. Both questionnaire and semi-structured interview questions, focused on perception of Social Studies teachers about out-of-door activities, influence of their perception on their teaching and teachers' use of out-of-door activities in their instruction.

These enabled teacher participants to select responses from the questionnaire and respond to the interview questions in their own words: their perceptions of out-of-door activities, its influence on their teaching and their use in instruction. In particular, the key questions this research addressed are:

1. How do Senior High Schools Social Studies teachers in the Ho Municipality perceive out-of-door activities?
2. How do these perceptions influence the teaching of Social Studies in the Senior High Schools in Ho Municipality?

3. To what extent do Senior High Schools Social Studies teachers in the Ho Municipality use out-of-door activities in their instruction?

4.2 Presentation and Discussion of Questionnaire and Interviews Findings

The results gathered from the two sources (questionnaire and interview) underpinning this study were organised in formal themes obtained from the respective protocols that were designed. The questionnaire and semi-structured interview questions focused on the teachers' perceptions of out-of-door activities in the teaching of Social Studies with reference to the research questions. The questionnaire and interview were designed to produce a picture of: perceptions of out-of-door activities, its influence on their teaching and whether teachers use it in their instruction. The two protocols (questionnaire and interview) had four sections (with the actual items / questions appearing under sections B, C, and D) to enable Social Studies teacher participants in the Municipality choose options and again express in their own words. Details of the sections are in the various appendices.

It has to be emphasized that on the part of the questionnaire the frequency tables and percentages generated using the SPSS is done purposely to give clear explanation to the cases as in Tables 4.3 to 4.6. This was to give a clearer picture for easy discussion and understanding. Respondents were expected to circle the responses spanning along the two extremes of Strongly Disagree and Strongly Agree. In the items, **1= Strongly Disagree (SD)**, **2= Disagree (D)**, **3= Undecided (U)**, **4= Agree (A)** and **5= Strongly Agree (SA)**

were deemed appropriate for the questionnaire. The abbreviations for the responses are seen in the tables.

4.3 Perception of Social Studies Teachers on Out-of-door Activities

The following information answer research question 1: *“How do Senior High Schools Social Studies teachers in the Ho Municipality perceive out-of-door activities?”* Table 4.3 shows responses from the questionnaire administered to seventy respondents in an attempt to address research question 1 with certain responses provided in that regard.

Table 4.3: Perception of Social Studies Teachers on Out-of-door Activities

Statement	N (%)				
	SD	D	U	A	SA
Any student experiences outside the classroom designed for educational purposes under the guidance of the teacher is an out-of-door activity	2(2.9)	4(5.7)	0(0.0)	35(50.0)	29(41.4)
I have much knowledge on how out-of-door activities are planned	1(1.4)	3(4.3)	9(12.9)	36(51.4)	21(30.0)
Planning out-of-door activities requires my confidence and expertise as a Social Studies teacher	0(0.0)	0(0.0)	3(4.3)	37(52.9)	30(42.9)
Out-of-door activity is one of the best techniques for teaching Social Studies	0(0.0)	3(4.3)	2(2.9)	41(58.6)	24(34.3)
There is a connection between Social Studies and out-of-door activities	0(0.0)	1(1.4)	6(8.6)	39(55.7)	24(34.3)
Achieving the objectives of Social Studies is dependent on my use of out-of-door activities in instruction	1(1.4)	12(17.1)	13(18.6)	35(50.0)	9(12.9)
Out-of-door activities motivate students to develop connections between the theoretical concepts in the	0(0.0)	0(0.0)	1(1.4)	33(47.1)	36(51.4)

classroom and what has been experienced						
Out-of-door activities sharpen students' skills of observation and perception by utilizing all their senses	0(0.0)	0(0.0)	0(0.0)	36(51.4)	34(48.6)	
Out-of-door activities provide educational opportunities that cannot be realised in the Social Studies classroom	0(0.0)	6(8.6)	0(0.0)	37(52.9)	27(38.6)	
Out-of-door activities complement content areas of the Social Studies curriculum through first hand observation and experience.	0(0.0)	0(0.0)	0(0.0)	35(50.0)	35(50.0)	
Out-of-door activities benefit students by allowing them to interact with their classmates and teachers in an environment other than the classroom	1(1.4)	0(0.0)	0(0.0)	37(52.9)	32(45.7)	
Out-of-door activities help students investigate possible careers by exploring various sites	0(0.0)	0(0.0)	4(5.7)	43(61.4)	23(32.9)	
Out-of-door activities allow students to develop interviewing, note taking, and other important skills	0(0.0)	1(1.4)	4(5.7)	39(55.7)	26(37.1)	
I do consider out-of-door activities in my teaching	0(0.0)	4(5.7)	6(8.6)	42(60.0)	18(25.7)	
Both out-of-door activities and indoor lessons serve different purposes	7(10.0)	9(12.9)	4(5.7)	32(45.7)	18(25.7)	
Complementing indoor lessons with out-of-door activities bring improvement to my teaching	0(0.0)	2(2.9)	3(4.3)	32(45.7)	33(47.1)	
Poor students' attitude poses a great challenge to the Social Studies teacher on an out-of-door activity	4(5.7)	5(7.1)	10(14.3)	31(44.3)	20(28.6)	

Out-of-door activities are important, but involve too much risk	1(1.4)	5(7.1)	3(4.3)	32(45.7)	29(41.4)
Out-of-door activities are important, but are very time consuming	1(1.4)	1(1.4)	2(2.9)	34(48.6)	32(45.7)
Out-of-door activities bring improvement to students' learning	0(0.0)	0(0.0)	0(0.0)	38(54.3)	32(45.7)
Out-of-door activity is not an extra work to me as a Social Studies teacher	5(7.1)	10(14.3)	6(8.6)	36(51.4)	13(18.6)

Source: Field data, 2015

Any student experiences outside the classroom designed for educational purposes under the guidance of the teacher is an out-of-door activity

The findings in Table 4.3, row 1 suggest that the teachers who responded to this particular questionnaire item understood out-of-door activities to be when a teacher takes students out of the classroom to learn, hence a valid percentage of 41.4, a representative of 29 respondents and 35 representing 50 percent respondents strongly agreed and agreed to the item respectively. Cumulatively, the frequency of respondents for these two responses is 64, representing a corresponding cumulative percentage of 91.4. The remaining 8.6 cumulative percent represent respondents who strongly disagreed and disagreed.

I have much knowledge on how out-of-door activities are planned

In the next row which is row 2, Table 4.3 houses the responses of teachers who have much knowledge on how out-of-door activities are planned. With this, it is obvious from Table 4.2 that most teachers actually have much knowledge on how the technique is organized. This is because 21 teachers strongly agreed and 36 also agreed, a

representative cumulative percentage of 81.4. That is to say 57 respondents with regard to the two responses (strongly agree and agree). However, 3 teachers with a valid percentage of 4.3 and 1 teacher with a diminutive percentage of 1.4 disagreed and strongly disagreed respectively. 9 (12.9%) were undecided. The three responses also made a cumulative percentage of 18.6.

Planning out-of-door activities requires my confidence and expertise as a Social Studies teacher

The third row in Table 4.3 shows SHS Social Studies teachers' responses to the item ***“Planning out-of-door activities requires my confidence and expertise as a Social Studies teacher”***. The findings revealed that, most of the teachers conceived that, the planning of out-of-door activities requires their confidence and expertise. For instance, 30 of them (42.9 valid percentage) said they strongly agreed and 37 respondents (a valid percentage of 52.9) responded agreed both giving a percentage sum of 95.8. That notwithstanding, 3 respondents (4.3%) were undecided.

Out-of-door activity is one of the best techniques for teaching Social Studies

Table 4.3, row 4 also shows Social Studies teachers' responses to the questionnaire item, ***“Out-of-door activity is one of the best techniques for teaching Social Studies”***. An overwhelming number of 41 respondents with a valid percentage of 58.6 replied that they agreed and 24 respondents (34.3%) also strongly agreed to the fact that out-of-door activity is one of the best techniques for teaching Social Studies. These two responses when computed give a cumulative percentage of 92.9. Here in row 4 too, 2 respondents

and 3 respondents respectively were undecided and disagreed given a cumulative percentage of 7.2.

There is a connection between Social Studies and out-of-door activities

It can be inferred from Table 4.3, row 5 that, respondents believe that, there is a connection between Social Studies and out-of-door activities. Hence 24 (34.3%) responses on the table reflect the responses strongly agreed. Thirty-nine (55.7%) also agreed to this statement. This notwithstanding, a sum of 7 responses out of the total responses of 70 with a cumulative percentage of 10 cut across undecided (6 (12.7%) and disagree (1(1.4%).

Achieving the objectives of Social Studies is dependent on my use of out-of-door activities in instruction

As Table 4.3, row 6 also illustrates, of the 70 responses given to the above item, 9 (12.9) of the responses were in favour of strongly agree as well as 35 (50.0%) indicating agree. Among the remaining responses, strongly disagree 1 (1.4%) and disagree 12 (17.1%). Thirteen (13) (18.6%) did indicate that they are not certain.

Out-of-door activities motivate students to develop connections between the theoretical concepts in the classroom and what has been experienced

To this item, 36 (51.4%) out of 70 (100%) responses attests to the teachers saying they strongly agreed to the item (Table 4.3, row 7). Also 33 (47.1%) agreed making an aggregate of 69, thus a cumulative percentage of 98.5. One (1) (1.4%) respondent on the table indicated undecided to such a perception.

Out-of-door activities sharpen students' skills of observation and perception by utilizing all their senses

With this item, 34 (48.6%) responses attest to the teachers saying they strongly agreed to the item (Table 4.3, row 8). Also 36 (51.4%) said they agreed, making an aggregate of 70, thus a cumulative percentage of 100 endorsing the perception that “*out-of-door activities sharpen students' skills of observation and perception by utilizing all their senses*”.

Out-of-door activities provide educational opportunities that cannot be realised in the Social Studies classroom

It can be inferred from Table 4.3, row 9 that, respondents perceived out-of-door activities as such. Hence 27 (38.6%) responses on the table reflect the responses strongly agree. Thirty-seven (37) (52.9%) also indicated agreed to this. This notwithstanding, six respondents representing a percentage of 8.6 disagreed with the statement.

Out-of-door activities complement content areas of the Social Studies curriculum through first hand observation and experience

It can be seen from Table 4.3, row 10 that, respondents perceive out-of-door activities in the direction of the statement that “out-of-door activities complement content areas of the Social Studies curriculum through first hand observation and experience”. Hence 35 (50.0%) going for strongly agree and another 35 (50.0%) also indicating agree to this.

Out-of-door activities benefit students by allowing them to interact with their classmates and teachers in an environment other than the classroom

The outcome of Table 4.3 row 11 concerning out-of-door activities allowing students to interact with their classmates and teachers in an environment other than the classroom, shows that the responses were positive. Out of the teachers sample size of 70, 32 (45.7%) strongly agreed to the statement. Thirty-seven (37) representing 52.9% agreed making a cumulative percentage of 98.6. One (1) respondent strongly disagreed to statement representing 1.4%.

Out-of-door activities help students investigate possible careers by exploring various sites

The 12th row in Table 4.3 indicates SHS Social Studies teachers' responses to the item ***“Out-of-door activities help students investigate possible careers by exploring various sites”***. The findings revealed that most of the teachers perceived that out-of-door activities help students to investigate possible careers through exploring various sites. For instance, 23 of them (32.9 valid percentage) said they strongly agreed and 43 respondents (a valid percentage of 61.4) agreed both giving a percentage sum of 94.3. That notwithstanding, 4 respondents (5.7%) were undecided.

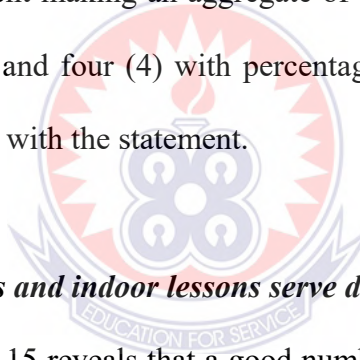
Out-of-door activities allow students to develop interviewing, note taking, and other important skills

From table 4.3, row 13 it can be deduced that, the teachers are with the perception that “out-of-door activities allow students to develop interviewing, note taking, and other

important skills". Twenty-six (26) representing 37.1% and thirty-nine (39) representing 55.7% strongly agreed and agreed respectively to the statement making an aggregate of 65 and a cumulative percentage of 92.8. Four (4) respondents and one (1) with percentages of 5.7 and 1.4 were undecided and disagreed respectively with the statement.

I do consider out-of-door activities in my teaching

Table 4.3, row 14 looked at whether teachers are of the view that, they do consider out-of-door activities in their teaching. Endorsing this statement, eighteen (18) respondents representing 25.7% and forty-two (42) representing 60.0% strongly agreed and agreed respectively to the statement making an aggregate of 60 and a cumulative percentage of 85.7. Six (6) respondents and four (4) with percentages of 8.6 and 5.7 were undecided and disagreed respectively with the statement.



Both out-of-door activities and indoor lessons serve different purposes

The data in Table 4.3 row 15 reveals that a good number of SHS Social Studies teachers perceive out-of-door activities and indoor lessons to be serving different purposes. This is on the grounds that about 50 responses out of 70 valid responses were in favour of the response that *out-of-door activities and indoor lesson serve different purpose*. That is to say 18 (25.7%) respondents and 32 (45.7%) respondents strongly agreed and agreed respectively to this statement. Also in this table, 7 (10.0%) and 9 (12.9%) of the respondents however strongly disagreed and disagreed respectively to the said perception in the questionnaire. The remaining 4 (5.7%) respondents indicated that they were undecided.

Complementing indoor lessons with out-of-door activities bring improvement to my teaching

Table 4.3, row 16 which reads ***Complementing indoor lessons with out-of-door activities bring improvement to my teaching*** reveals that out of the 70 respondents, 33(47.1%) and 32(45.7%) respondents strongly agreed and agreed respectively to the statement, making a cumulative percentage of 92.8 out of the 100. 3(4.3%) respondent were undecided and the remaining 2(2.9%) disagreed with the statement.

Poor students' attitude poses a great challenge to the Social Studies teacher on an out-of-door activity

Table 4.3, row 17 wanted to find out whether poor students attitude poses a great challenge to the Social Studies teacher. With this item, 20 respondents representing 28.6 percent strongly agreed while 31 respondents representing 44.3 also agreed, giving a cumulative percentage of 72.9 and an aggregate response of 51. 4(5.7%) and 5(7.1%) respondents strongly disagreed and disagreed respectively. Ten (10) respondents, representing 14.3 percent were undecided.

Out-of-door activities are important, but involve too much risk

The item from Table 4.3, row 18 portrays that teachers are of the view that out-of-door activities are important, but involve too much risk. As many as 29(41.4%) and 32(45.7%) respondents strongly agreed and agreed respectively to the statement summing up to 61 respondents and a percentage of 87.1. 1(1.4%) and 5(7.1%) respondents strongly

disagreed and disagreed respectively. Three (3) respondents, representing 4.3 percent were undecided.

Out-of-door activities are important, but are very time consuming

With this statement in table 4.3, row 19, the teachers endorsed the fact that, out-of-door activities are important, but are very time consuming. Hence, 32(45.7%) and 34(48.6) with a cumulative percent of 94.3 respondents strongly agreed and agreed respectively with the statement. One (1) respondent each representing 1.4 percent strongly disagreed and disagreed to the statement and 2(2.9%) indicating not certain.

Out-of-door activities bring improvement to students' learning

Thirty-two (32) (45.7%) and thirty-eight (38) (54.3%) of respondents strongly agreed and agreed respectively to this perception that, out-of-door activities bring improvement to students' learning. These together give a cumulative percentage of 100 with all the seventy (70) respondents confirming the perception (Table 4.3, row 20).

Out-of-door activity is not an extra work to me as a Social Studies teacher

This marked the last item in **Section B** of the questionnaire that sought to gather SHS Social Studies teachers' perception about out-of-door activities. A significant number (49) with a cumulative percent of 70 of the teachers perceived out-of-door activity as not an extra work to them (Table 4.3, row 21). Thus 13(18.6%) strongly agreed and 36(51.4%) agreed. Nonetheless 5(7.1%) strongly disagreed and 10(14.3%) disagreed

making 15 respondents and an aggregate of 21.4%. Six (6) (8.6%) of them as depicted were not certain whether it is an extra work or not to them.

4.3.1 Discussion of Results: *SHS Social Studies Teachers' Perception of Out-of-door Activities*

From Table 4.3, it is confirmed by many teachers that out-of-door activities is about taking students outside the classroom to learn in Social Studies lessons (Table 4.3, row 1). It was also established that most teachers have much knowledge on how out-of-door activities are planned. Again, teachers were able to establish that planning out-of-door activities requires their confidence and expertise to make it happen. Teachers believe that out-of-door activities are very important in Social Studies education. It is also obvious that many teachers perceive out-of-door activities to be different from indoor lesson.

Similarly, interview responses of teachers' perception of out-of-door activities buttress what is in Table 4.3, row 1. This is because all the eight respondents think out-of-door activities is about taking students outside the classroom to learn in Social Studies lessons. This really presupposes that, the Social Studies teachers know what out-of-door activities are about. For instance, in stating their general knowledge about out-of-door activities some of the respondents posit that:

Out-of-door activity is when Social Studies teacher takes students out of the classroom to do their studies outside that is using the environment to teach the topic in Social Studies to enhance students understanding (Mr. Amuza).

When we talk about out-of-door activities, that is when you are teaching and it requires that students will be sent out to go and see some of the things you are teaching in reality (Mr. Baba).

It is taking students out of the classroom to learn about their immediate environment (Mr. Cafui).

Well, out-of-door activity is when a teacher takes students out of the classroom to a site to learn in practical a particular topic that had been taught, to give more meaning to the topic and equally enhance student's comprehension (Mr Fakfak).

From the above opinions of teachers regarding out-of-door activity, it is clear that the teachers know what the technique is about, the purpose of the technique and also the objectives that the techniques seek to achieve. The four definitions sampled out of the eight, view out-of-door activity as a technique where students are taken out of the class to learn. It is clear that, the four respondents did not view out-of-door activity as a trip to entertain students but rather a platform where students will enhance their learning in a way of complimenting what was taught in the classroom. This gave credence to what Mathias (1973) cited in Tamakloe (1994) points out, that, the teaching of Social Studies demands the involvement of pupils in the world beyond the classroom. Which means the Social Studies teacher should always go further away from the classroom to be able to achieve his or her goals.

Both the questionnaire results (Table 4.3, row 2) and interview findings again largely indicate that these teachers are of the opinion that, they have much knowledge on how out-of-door activities are planned. The findings by the Social Studies teachers gave weight to Behrendt and Franklin (2014) when they postulate that, experience in planning and attending out-of-door activities is important for teachers. They continued that, the teacher need to understand how out-of-door activities are planned in order 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 out-of-door activities. Out of the eight respondents I interviewed, two of them representing 25% gave a vivid description of how out-of-door activities are planned. The rest six representing 75% were also on target even though their explanation were not convincing enough. What the two said in the interview that has been transcribed are as follows:

In planning out-of-door activity, you have preparation before, during and after. So before you take your topic then prepare your lesson note, then take your topic and go to the environment and study how and what in the environment you want to use to teach that lesson. So prepare the environment and the minds of the students before the day. So during the lesson you then take the student out and then show them what you want them to learn and ask them questions from the discussion outside (Mr. Amuzu).

In organizing out-of-door activities you must consider three things as a Social Studies teacher, arrangement before the trip, during the trip and after the trip. Before the trip, the teacher will visit the site of the trip and put in place necessary measures including seeking permission from the district and the school. During the trip the teacher should take the students there and ensure they are all comfortable and after the trip the teacher should discuss the trip with the students to make all of them understand the purpose of the trip (Mr. Fakkak).

From the explanation given by the two respondents it is clear that Social Studies teachers in the Ho municipality have much knowledge on how out-of-door activities are planned given that, the explanation from the other six respondents were not off target. For instance, Mr Baba in his explanation of how out-of-door activities are planned posits that:

Initially you need to leave that to the students to plan around and then when they come up to tell you about the trip they want to make, then you start the arrangement, by seeking permission from the municipal assembly and the head of institution, then you apply for transport which will take us there and arrange for teachers to accompany you.

From this knowledge displayed by Mr. Baba and the other five respondents, it can be rooted that, their knowledge regarding how out-of-door activities are planned cannot be underrated since most of them were able to tell some of the details that go into planning

out-of-door activities which I think is mandatory to the Social Studies teacher. Again, examining the responses of the eight respondents, I can confidently say, the teachers are confident and have some expertise making them more responsible in planning out-of-door activities. This was corroborated by Behrendt and Franklin (2014) when they said, the teacher's role in preplanning, implementation, and reflection often dictates the impact that the out-of-door activity will have on students.

Jones and Myers (2009) cited in Faizi et al., (2011) supporting Behrendt and Franklin (2014) explain that, teachers should planned out-of-door activities as a cooperative activity involving full pupil participation under the teacher's supervision which must be designed around specific educational objectives. They continue that, if out-of-door activities are not planned well in advance it will end in confusion and will be a waste of time and money. Myers and Jones are of the opinion that, when planning and organising a successful out-of-door activity, three important stages should be included. The first stage is the pre-trip stage which involves two major components: administration and instruction. The second stage is the trip itself. It has also two components: the role of the student and the role of the teacher. The third and final stage is post-trip stage which also consists of two components: debriefing and culminating activity. This goes to explain why the expertise of teachers in planning out-of-door activities cannot be watered down.

Regarding the importance of out-of-door activities, the researcher wanted to determine whether Social Studies teachers in the various SHSs in the Ho Municipality, perceive out-of-door activities to be important in the teaching and learning of Social Studies.

Questionnaire results (Table 4.3, row 7, 8, 9, 10, 11, 12, 13, 16 and 20) and the interview findings point to the fact that, Social Studies teachers truly perceive out-of-door activities to be very important in the teaching and learning of Social Studies. After conducting the interview on eight Social Studies teachers and transcribing them, it was evident that, Social Studies teachers in the SHSs in the Ho municipality, view out-of-door activities as very relevant in the teaching and learning of Social Studies. These are the responses of some of the respondents interviewed:

It give the student first hand information about the topic been taught (Mr. Amuzu).

It fosters what you have taught in the classroom, when they go to see it, it remains in their minds. So it helps a great deal (Mr. Baba).

It is important because students are able to understand the Social Studies concepts better than in the four walls of the classroom, which in my candid opinion enhances their understanding (Mr. Fakfak).

It enhances students understanding of a particular concept making it real and practical. It will also enhance student's interest and participation (Mr. Ghana).

The opinion express by the four respondents clearly shows how they value out-of-door activities and how relevant it is in their teaching and learning of Social Studies. They were able to demonstrate how the technique facilitate learning and makes students understand the concepts better, since the concepts are made real and practical to students. This was supported by Ayaaba (2006) in the literature when he intimates that, out-of-door activities extend learners' knowledge of their environment providing them with first-hand experiences that would not be possible to implement within a classroom. Supporting Ayaaba's view, Baja (1983) cited in Ayaaba and Odumah (2013) postulates that, out-of-door activities permit a Social Studies class to study at first hand, many things that cannot be brought into the classroom because of size and inconveniences.

Questionnaire results (Table 4.3, row 17, 18 and 19) and the interview findings point to the fact that, Social Studies teachers truly encounter challenges in the organization of out-of-door activities. The Social Studies teachers believe that, there cannot be out-of-door activity without challenges. This was confirmed by all the eight respondents I interviewed and transcribed. These are the responses of some of them:

Yes, lot of problems. One, there is no time taking the student out before going back to class to finish the lesson always takes so much time. Then preparation before sometime you may look for areas to take students to, those areas are very far from school, so it sometimes worries the lesson. So, sometimes best situation could prevent you from handling or using out-of-door technique to teach that topic (Mr. Amuzu)

In fact most of the students find it difficult to pay couple with the difficulty in obtaining permission from the municipality because of the bureaucracy involve (Mr. Fakfak)

The obstacles here are how to control the students when you are going and when you get to the point. You know that is not your own environment so you might meet one or two things that they are not use to (Mr. Baba).

For instance my subject is a core one and my school is big school and the population is very large. If you want to embark on a trip, it should involve all the classes of that particular year. Because you as a teacher cannot say I want to go to excursion at this place and another time another teacher want to go to the same place. Sometimes we may not all be treating the topics at the same time because of various reasons somebody will start before you start. So at times it becomes very difficult to decide together where to go. And looking at the number if all students want to go how will you manage that. Considering students population of about 800, it will be very difficult to manage even if we decide to embark on an out-of-door activity. The bureaucratic process of asking permission from GES makes the whole thing cumbersome (Mr. Cafui).

From the opinion express by these respondents, it is abundantly clear that, the organization of out-of-door activities is fraught with challenges, which the researcher thinks is normal in the organization of every out-of-door activity. This view only confirms the writings of (Mawdsley, 1999; Scarce, 1997) cited in Behrendt and Franklin

(2014) when they posit that, finding time for the trip and making arrangements for students who cannot make the trip adds tasks to an already busy teacher schedule which also constitute a barrier in itself. They continued that, teachers need to determine the logistics to transport students. In a similar argument by Hudak (2003), large introductory classes present unique challenges due to the need of larger transportation facilities, safety issues, more student logistical planning, and time lost trying to organize the large group. Complementing Hudak (2003), Kalvaitis (2007) suggested that, often, a teacher's biggest fear is losing control of the students once at the field trip location. All these notwithstanding a good Social Studies teacher should not allow the problems to overcome him/her but should rather find ways of surmounting those challenges.

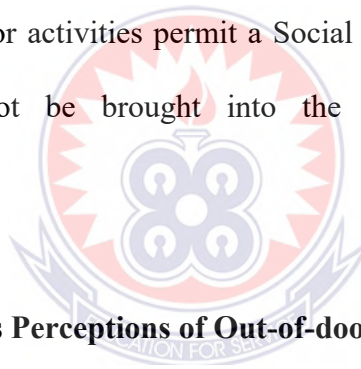
The questionnaire results (Table 4.3, row 15) and interview findings yet again largely indicate that Social Studies teachers perceive out-of-door activity to be different from indoor lessons since the two activities serve different purposes. Almost all the respondents interviewed confirmed the responses in the questionnaire when most of them articulate that, out-of-door activities are more relevant than indoor lessons because of the undoubting improvement it brings on teaching and learning. Here are some of the opinions of the respondents:

I think out-of-door activity is most relevant in Social Studies because what we know is that students learn best when they see and touch the materials so it is always the best to send students outside if the lesson to be taught entails out-of-door activity (Mr. Amuzu).

Both out-of-door activities and indoor lessons are ok, but I think stress should be on out-of-door activities because there when they go they see things for themselves and what they see remains in their minds (Mr. Baba).

I think out-of-door activities are more relevant because it promotes better learning because students are directly involved in the learning experience (Mr. Fakfak).

The opinions expressed by these respondents clearly confirm that Social Studies teachers perceive out-of-door activities and indoor lessons to be different. The teachers were able to establish that out-of-door activities are more relevant than indoor lessons because of the many benefits it brings on board endorsing Ayaaba's (2006) view, when he emphasised that out-of-door activities extend learners' knowledge of their environment providing them with first-hand experiences that would not be possible to implement within a classroom. Supporting this view Baja (1983) cited in Ayaaba and Odumah (2013) also postulated that, out-of-door activities permit a Social Studies class to study at first hand, many things that cannot be brought into the classroom because of size and inconveniences.



4.4 Influence of Teachers Perceptions of Out-of-door Activities on their Teaching

Furthermore, in the researcher's quest to solicit answers for research **question 2: "How do these perceptions influence the teaching of Social Studies in the Senior High Schools in Ho Municipality?"** The data in Table 4.4 as well as interview answer the research question. The same trend in answering question 1 was followed.

Table 4.4: Influence of Teachers Perceptions of Out-of-door Activities on their Teaching

Statement	N (%)				
	SD	D	U	A	SA
Having positive perception about out-of-door activities makes me use it in my teaching	1(1.4)	0(0.0)	9(12.9)	45(64.3)	15(21.4)
Limited time in the Social Studies time table prevents me from using out-of-door activities	2(2.9)	4(5.7)	2(2.9)	35(50.0)	27(38.6)
I do not always use out-of-door activities in my instruction because it is sometimes costly to undertake	3(4.3)	2(2.9)	5(7.1)	34(48.6)	26(37.1)
My motivation for embarking on out-of-door activities is that, it is of educational value	0(0.0)	1(1.4)	3(4.3)	40(57.1)	26(37.1)
Perceiving out-of-door activities to be difficult to organize makes me hardly use it in teaching	5(7.1)	15(21.4)	14(20.0)	24(34.3)	12(17.1)
Developing critical thinking skills among students makes me use out-of-door activities in my instruction	0(0.0)	0(0.0)	3(4.3)	44(62.9)	23(32.9)
Enhancing problem solving skills among students motivates me to use out-of-door activities in teaching	0(0.0)	0(0.0)	2(2.9)	42(60.0)	26(37.1)

Source: Field data, 2015

Having positive perception about out-of-door activities makes me use it in my teaching

The statistics here in Table 4.4 row 1 indicates that most SHS Social Studies teachers believe that having positive perception about out-of-door activities makes them use it in teaching. This is because 15(21.4%) and 45(64.3%) responded strongly agreed and agreed respectively to this item making an aggregate of 60 (85.7%) respondents. Despite this massive opinion endorsed by 60 of the respondents, 1(1.4%) respondent strongly disagreed and 9(12.9%) saying they are not certain.

Limited time in the Social Studies time table prevents me from using out-of-door activities

Also from Table 4.4, row 2, it can be said that many SHS Social Studies teachers are of the opinion that limited time in the Social Studies time table prevents them from using out-of-door activities. Thus, a representative of 27(38.6%) and 35(50.0%) of the respondents strongly agreed and agreed to this item on the likert scale as the results here in the table show. A total of 6 (8.6%) respondents also disclosed that limited time in the Social Studies time table does not prevent them from using the technique, giving the specifics as 2(2.9%) for those who strongly disagreed to the item and 4(5.7%) for those who disagreed. Two (2) respondents also indicated undecided representing 2.9%.

I do not always use out-of-door activities in my instruction because it is sometimes costly to undertake

A significant number of SHS Social Studies teachers are of the view that they do not always use out-of-door activities in their instruction because of the cost involved (Table 4.4, row 3). This is confirmed by the responses for strongly agree 26(37.1%) and agree 34(48.6%). A cumulative percentage of 14.3% also chose not certain (5 (7.1%), disagree (2 (2.9%) and strongly disagree (3 (4.3%).

My motivation for embarking on out-of-door activities is that, it is of educational value

Among the 70 respondents to this item in Table 4.4, row 4, it can be deduced that a larger number of respondents embark on out-of-door activities because of its educational value,

since 26(37.1%) strongly agreed and 40(57.1%) also agreed. 1(1.4%) however disagreed and 3(4.3%) were undecided.

Perceiving out-of-door activities to be difficult to organize makes me hardly use it in teaching

A relatively greater number of SHS Social Studies teachers are of the view that perceiving out-of-door activities to be difficult to organize makes them hardly use it in teaching (Table 4.4, row 5). This is confirmed by the responses for strongly agree 12(17.1%) and agree 24(34.3%). A cumulative percentage of 48.5% also chose not certain 14(20.0%), disagree 15(21.4%) and strongly disagree 5(7.1%).

Developing critical thinking skills among students makes me use out-of-door activities in my instruction

Table 4.4, row 6 clearly indicates that, the development of critical thinking skill motivates them to use out-of-door activities in their instruction. This is established by the responses for strongly agree 23(32.9%) and agree 44(62.9%), giving a cumulative percent of 95.8 with the remaining 3(4.3) respondents going for undecided.

Enhancing problem solving skills among students motivates me to use out-of-door activities in teaching

Table 4.4, row 7, clearly displays that, enhancing problem solving skills encourages them to use out-of-door activities in their instruction. This is rooted by the responses for

strongly agree 26(37.1%) and agree 42(60.0%), giving a cumulative percent of 97.1 with the remaining 2(2.9) respondents going for undecided.

4.4.1 Discussion of Results: *Influence of SHS Social Studies Teachers' Perception of Out-of-door Activities on their Teaching*

Under this theme, the study generally gathered data pertinent to the second research question. The data gathered sought to unravel whether what respondents perceived about out-of-door activities actually influenced their use of the technique in their teaching. The questionnaire results (Table 4.4, row 1, 2, 3, 4, 5, 6 and 7) and interview findings endorsed the fact that, teachers' perceptions of out-of-door activities have influence on their teaching. The influence as a matter of fact, can either be positive or negative depending on how the Social Studies teacher views it. For instance, some Social Studies teachers believed that, there is limited time in the Social Studies time table to undertake out-of-door activities and that it is costly to undertake coupled with the bureaucracy involved in obtaining permission from Ghana Education Service (GES). The teachers who perceived out-of-door activities to be these, most at times find it very difficult to use it in their instruction hence the influence. Their negative perception about the technique scares them to integrate it in their instruction making them to deprive the students of the benefits of out-of-door activities.

On the other hand, some teachers also view out-of-door activities as very valuable in education, enhancing problem solving skills and that of critical thinking abilities. With this, the teachers are also motivated to use it in their instruction hence the influence. These

are some of the opinions of the respondents regarding how their perceptions of out-of-door activities influenced their teaching:

I do view out-of-door activities as bedeviled with many challenges which actually put me off from using it in my instruction. But sometimes I do use it because of the benefits it brings to my students (Mr. Fakfak).

In reality, this is a serious situation because when we come down to our school environment a lot of activities happen so me as a Social Studies teacher out-of-door activities sometimes disturb my lesson, because it is time consuming and some activities in schools also interrupt lesson so you wouldn't have the time to teach but left with me a alone I prefer out-of-door lesson but situation around does not allow as to use out-of-door activities to teach our lesson or to teach our students (Mr. Amuzu).

When we talk about out-of-door activity it involves money and it is not all students that can afford, so it makes organizing out-of-door activities very difficult because you want all the students to go and have a feel of it (Mr. Baba).

From the responses of the respondents it can be ascertained that Social Studies teachers' perception of out-of-door activities have a great influence on their use of the technique in teaching, validating the work of Pratt (2002) when he maintained that teachers' perceptions have immense influence on their teaching. According to Fägerstam (2012), teachers' perceptions of out-of-door activities include lack of confidence, time and resources, as well as over-crowdedness and inflexible curricula. She maintains that, disciplinary issues, such as students' behaviour and lack of interest, are also a concern to teachers. It can be stated that Social Studies teachers with these perception will be discouraged from using the technique in their instruction. Notwithstanding these, some of the respondents who sometimes embark on out-of-door activities also came out with their

motivation for using the technique in their instruction. These are the views of some of them:

My motivation for using it is to change or to bring a change in studies because when we go outside to learn is very difference from the indoor activities that we usually do or we are mostly use to so out-of-door activities brings difference in the lesson and students also understand the lesson well (Mr. Amuzu).

My motivation for using out-of-door activity is that, it makes my teaching easy and interesting and again facilitates students learning (Mr. Fakfak).

When students get to the site they become very happy and what they learn there, stick into their minds (Mr. Baba).

From the opinions express by the respondents it can seen that the positives of out-of-door activities is what encourages most of them to use the technique in their instruction. These was confirmed by Fägerstam (2012) when he posits that, overarching answers from teachers were that out-of-door activities improved meaningful, multidisciplinary and multisensory learning. She maintains that, out-of-door activities facilitated links between theory and practice, and the value of out-of-door activities as ‘authentic and real’ were other reported advantages by the teachers. With these positives, teachers will feel very motivated to use the technique to drive home the advantages of out-of-door activities.

4.5 Social Studies Teachers’ Use of Out-of-door Activities

To answer the final research question; *“How do Senior High Schools Social Studies teachers in the Ho Municipality use out-of-door activities in their instruction?”* The following are results from questionnaire and as well as the semi-structured interviews conducted. The data in Table 4.5 as well as interview answer the research question. The

procedure here too is not different from the previous presentation and analysis on research questions 1 and 2.

Table 4.5: Social Studies Teachers' Use of Out-of-door Activities

Statement	N (%)				
	SD	D	U	A	SA
I usually embark on out-of-door activities with my students when the need be.	3(4.3)	8(11.4)	3(4.3)	48(68.6)	8(11.4)
The level of students' participation in my out-of-door activities is always high.	1(1.4)	8(11.4)	9(12.9)	37(52.9)	15(21.4)
Students get the Social Studies concepts better whenever I embark on an out-of-door activity.	0(0.0)	2(2.9)	8(11.4)	32(45.7)	28(40.0)
The trips I embark on are always linked to my instructional goals.	0(0.0)	1(1.4)	7(10.0)	45(64.3)	17(24.3)
I use post out-of-door activities to highlight students' experiences in the Social Studies classroom	0(0.0)	0(0.0)	14(20.0)	44(62.9)	12(17.1)

Source: Field data, 2015

I usually embark on out-of-door activities with my students when the need be

The figures here in Table 4.5, row 1 indicate that most SHS Social Studies teachers usually embark on out-of-door activities when the need be. This is because 8(11.4%) and 48(68.6%) responded strongly agreed and agreed respectively to this item making an aggregate of 56 (80.0%) out of 70 respondents. Despite this massive use of out-of-door activities endorsed by 56 of the respondents, 8(11.4%) did say they disagreed and 3(4.3%) saying they strongly disagreed with three (3) respondents, representing a percentage of 4.3 not certain.

The level of students' participation in my out-of-door activities is always high

In Table 4.5 row 2, it is further shown that, teachers believe that any time they embark on out-of-door activities students fully participate. Endorsing this, 15(21.4%) circled strongly agreed and 37(52.9%) stated agreed confirming that students participation is very high anytime they embarked on out-of-door activities, giving a cumulative percentage 74.3. Despite the massive endorsement by 52 of the respondents, 8(11.4%) did say they disagreed and 1(1.4%) respondent indicating strongly disagreed with nine (9) respondents, representing a percentage of 12.9 not certain.

Students get the Social Studies concepts better whenever I embark on an out-of-door activity

Table 4.5, row 3 was included to ascertain whether students get the Social Studies concepts better whenever teachers embark on an out-of-door activity. As many as 28(40.0%) indicated that they strongly agreed and 32(45.7%) agreed with a cumulative percent of 85.7%. Nevertheless, 8(11.4%) responded not certain and 2(2.9%) disagreed.

The trips I embark on are always linked to my instructional goals

Also from Table 4.5, row 4 it can be said that many SHS Social Studies teachers linked their trips to instructional goals. Thus, a representative of 17(24.3%) and 45(64.3%) of the respondents strongly agreed and agreed respectively to this item on the likert scale as the results here in the table show. A total of 8 (11.4%) respondents also disclosed that they do not link the trips to instructional goals and others going for not sure, giving the

specifics as 7(10.0%) for those who were undecided to the item and 1(1.4%) for those who disagreed.

I use post out-of-door activities to highlight students' experiences in the Social Studies classroom

In Table 4.5, row 5 it is further shown that most of the teachers responded to the fact that, they use post out-of-door activities to highlight students' experiences. Twelve (17.1%) strongly agreed and 44(62.9%) agreed confirming that they use post out-of-door activities to highlight students' experiences in the Social Studies classroom. These two when their respective valid percentages are summed will give a cumulative 80.0% with 14(20.0%) indicating undecided.

4.5.1 Discussion of Results: *Social Studies Teachers' Use of Out-of-door Activities*

Under this theme, the study generally gathered data pertinent to the second research question. The data gathered sought to unearth whether Social Studies teachers' use out-of-door activities in their teaching. The questionnaire results (Table 4.5, row 1, 2, 3, 4 and 5) endorsed the fact that, teachers' do use out-of-door activities in their teaching. However, the interview findings reveal that most of the teachers do not use out-of-door activities because of the difficulty involved in organizing it. It was only three respondents out of the eight sampled for the interview that confirmed their use of out-of-door activities. Even with that, the three could not tell when they used it to teach. For instance, when the researcher asked Mr. Fakfak (not the real name) to state when he embarked on out-of-door activities, this was what he said, *"somewhere last two years, I can't*

remember the day off hand". This confirms the fact that most of the teachers do not use out-of-door activities in their instruction and even those who use it, do not use it frequently as expected of Social Studies teachers, confirming my suspicion that, teachers in the Ho Municipality hardly use out-of-door activities in their instruction.

Those teachers who said they use out-of-door activities were able to establish to some extent that, the purpose of the trip is linked with the Social Studies syllabus. When I asked Mr. Fakfak (not the real name) whether the trip is linked with the Social Studies syllabus, this is what he said:

It is in line with Social Studies syllabus because the syllabus demands that concepts are made practical and real to students which will further provide them with relevant knowledge values and skills changing their behavior for the better. I think the trip is in line with the syllabus.

Digesting this statement it can be determined that, those few that indicated that they do use out-of-door activities actually link it with the Social Studies syllabus even though some could not convincingly ascertain the linkage very well, corroborating a study conducted by Rebar (2009a) at Oregon State University, when he intimated that, some teachers confessed that they did not coordinate the trip with the curriculum while other teachers also revealed that the timing of the trip did not ideally match their curriculum even though they responded that the trip was aligned with the curriculum. In the same study, some teachers disclosed that they coordinated the trip with the curriculum. This suggests that, it is not all teachers that link out-of-door activities to the curriculum or syllabus.

Questionnaire results (Table 4.5, row 5) and the interview findings point to the fact that Social Studies teachers do use post out-of-door activities to highlight students' experiences. The transcribed interview authenticated to that fact, even though the use of post out-of-door activities was limited to the three respondents who indicated using out-of-door activities in their instruction. For instance, Mr. Fakfak (not the real name) stated that, "*I normally use small group discussion and sometimes questioning to reinforce students experiences*". Mr. Evans (not the real name) on his part speculates that:

Actually it was not all students that had the opportunity to go because of financial, but when we came back I went through the topic with the students referring them to the things we saw there. I asked questions for which the students answered and the students also asked questions for clarification.

From the responses of these two respondents, it can be established that, in did, some Social Studies teachers who sometimes use out-of-door activities do use post out-of-door activities to highlight students' experiences given weight to (Falk & Dierking, 2000; Kisiel, 2006a; Orion & Hofstein, 1994; Pace & Tesi, 2004; Tal & Steiner, 2006) cited in Behrendt and Franklin (2014), when they posit that teachers' actions after the field trip are very important. They continued that, the students' experiences need to be reinforced through discussions, activities, reading, a television show or movie. Supporting this Behrendt and Franklin (2014) came out that, students need to solidify their new ideas and observations which have not yet made connections. They persist that reflection will help build those connections, as well as reinforce the successful connections already made on the trip. (Kisiel, 2006a), also maintains that, students generate greater understanding as teachers develop potential connections through reflection. The stance of the various

writers is a clear indication that post out-of-door activities are very crucial to the Social Studies teacher, hence the need for teachers to use it to achieve their objectives.

4.6 Challenges faced by Teachers when Embarking on Out-of-door Activities

This section is a continuation of the Social Studies teachers' use of out-of-door activities. Here the researcher wanted to establish whether Social Studies teachers' who embark on out-of-door activities do face challenges. The researcher identified the challenge and asked the respondents to choose using the likert scale as illustrated in the other tables.

Table 4.6: Challenges faced by Teachers when Embarking on Out-of-door Activities

Characteristics	N (%)				
	SD	D	U	A	SA
I do face challenges anytime I embarked on out-of-door activities.	0(0.0)	2(2.9)	4(5.7)	45(64.3)	19(27.1)
Challenges faced					
Lack of support from the school	2(2.9)	7(10.0)	10(14.3)	31(44.3)	20(28.6)
Problem in securing a vehicle for the trips	3(4.3)	13(18.6)	7(10.0)	31(44.3)	16(22.9)
Students' inability to pay for the trips	2(2.9)	3(4.3)	5(7.1)	41(58.6)	19(27.1)
Difficult to get the consent of parents	7(10.0)	6(8.6)	13(18.6)	28(40.0)	16(22.9)
Exposure of students to hazards	0(0.0)	11(15.7)	9(12.9)	31(44.3)	19(27.1)
Limited time to undertake the trips	2(2.9)	2(2.9)	3(4.3)	35(50.0)	28(40.0)
Indiscipline among students during the trips	3(4.3)	11(15.7)	14(20.0)	27(38.6)	15(21.4)
Disrupting the schools programme	0(0.0)	8(11.4)	5(7.1)	31(44.3)	26(37.1)
Measures					
I always put in place measures to limit the challenges the next time I embark on an out-of-door activity	0(0.0)	2(2.9)	6(8.6)	42(60.0)	20(28.6)

Source: Field data, 2015

I do face challenges anytime I embarked on out-of-door activities

With this particular item that sought to gather whether teachers who do use out-of-door activities encounter challenges, 19(27.1%) strongly agreed and 45(64.3%) agreed having a cumulative percentage of 91.4%. If one is to go by this information, then it can be established that most Social Studies teachers who do use out-of-door activities encounter challenges. To the same statement, some of the teachers hold a reservation of a sort, 4 (5.7%) were undecided and 2(2.9%) disagreed (Table 4.6, row 1).

Challenge

Regarding the kind of challenges Social Studies teachers encounter, the researcher took the challenges one after the other and sought the opinions of the teachers using the likert scale. The first challenge in table 4.6, row 2(i) which reads: ***Lack of support from the school*** reveals that out of the seventy (70) respondents, 20(28.6%) strongly agreed and 31(44.3%) agreed summing up to 51(72.9%). Also, 10(14.3) respondents were undecided with 2(2.9%) and 7(10.0%) respondents going for strongly disagreed and disagreed respectively. The second challenge on table 4.6, row 2(ii), which also reads: ***Problem in securing a vehicle for the trips*** indicates that, 16(22.9%) and 31(44.3%) strongly agreed and agreed to the item respectively, with 3(4.3%) and 13(18.6%) endorsing strongly disagree and disagree respectively. The remaining 7(10.0%) were undecided.

Moving on table 4.6, row 2(iii) which suggests: ***Students' inability to pay for the trips***, 19(27.1%) and 41(58.6%) strongly agreed and agreed to the item respectively. On the same statement, 2(2.9%) and 3(4.3%) respondents approved strongly disagree and

disagree respectively with 5(7.1%) respondent not certain. Regarding the challenge in table 4.6, row 2(iv) which reads: ***Difficult to get the consent of parents***, most of the respondents adding up to 44(62.9%) rooted for strongly agree and agree. 7(10.0%) and 6(8.6%) supported strongly disagree and disagree respectively. Thirteen (18.6%) of the respondents were undecided. Table 4.6, row 2(v) which states: ***Exposure of students to hazards*** got 19(27.1%) and 31(44.3%) of the total respondents of 70 who strongly agreed and agreed to the item respectively. 9(12.9%) were undecided while the remaining 11(15.7%) disagreed.

In addition, Table 4.6, row 2(vi) which looked at: ***Limited time to undertake the trips*** disclose an overwhelming majority of respondents agreeing to the statement. Sixty-three (90.0%) of respondents fell within strongly agree and agree, with the remaining 7(10%) of the respondent indicating strongly disagree, disagree and undecided. Table 4.6, row 2(vii) which reads: ***Indiscipline among students during the trips*** unveil 15(21.4%) and 27(38.6%) respondents emphasizing strongly agree and agree to the item respectively. 14(20.0%) were undecided and 3(4.3%) and 11(15.7%) respondents specifying strongly disagree and disagree respectively. Table 4.6, row 2(viii) which happens to be the last challenge reads: ***Disrupting the schools programme***. As many as 57(81.4%) respondents strongly agreed and agreed to the statement. 8(11.4%) respondents disagreed while 5(7.1%) respondents were undecided.

4.6.1 Discussion of Results: Challenges Faced by Social Studies Teachers

From Table 4.6, it is confirmed by many teachers that they do face challenges anytime they embark on out-of-door activities which in my candid view put them off from using the technique to teach (Table 4.6, row 2, 3, 4, 5, 6, 7, 8 and 9). It is also evident that many teachers who face those challenges do put in place measures to limit their occurrence the next time they embark on an out-of-door activity (Table 4.6, row 10). Similarly, interview responses of the challenges teachers' face and measures adopted to curb these challenges buttresses what is in Table 4.6, row 2, 3, 4, 5, 6, 7, 8, 9 and 10. This is because three out of eight respondents, who sometimes use out-of-door activities to teach, believe they face difficulty anytime they embark on the trip when interviewed. This really presupposes that the Social Studies teacher cannot escape from challenges likely to be encountered in out-of-door activities. For instance those who believe they do encounter challenges using out-of-door activities opine that:

In fact I find it difficult to secure permission from the municipal education office and also getting a transport for the programme was a major issue before I embarked on the trip. During the trip the students were many so controlling them was a headache. After the trip I can't remember any challenge as such (Mr. Fakkak).

Before the trip, in the organization we wanted all students in the final year to be involved in the trip, because Social Studies is a core subject. As such we involved all Social Studies teachers but most of them did not assist in the preparation. Financial problem also prevented most students from participating in the trip because the place was too far away from the school as such we could not get enough students for the trip. We had problem with transportation but the headmaster intervened. During the trip we found it difficult organizing the students to board the vehicle and some of the students brought their money for the trip that same day. Controlling the students was a bit difficult especially when we are about moving to the next place. There were more interested in taking pictures. After the trip we did not encounter any difficulty on a whole it was a success (Mr. Evans).

From the exposition above, it can be established that indeed, Social Studies teachers who embarked on out-of-door activities face challenges. The teachers were able to tell the challenges they faced before, during and after the trips. This in most times discourages teachers from using the technique to teach making the technique scarce in most schools validating the work of Behrendt and Franklin (2014) when they posit that, out-of-door activities have become less common in schools due to limited funding and limited available time. From the work of Behrendt and Franklin, it can be realized that, funding out-of-door activities is very expensive and it involves too much time throwing light on the work of Tamakloe et al. (2005), when they stress that, out-of-door activities “are usually costly to be undertaken more especially when the phenomenon for the study is far away from the school” (p 363).

Michie (1998) cited in Behrendt and Franklin (2014) also identified seven barriers to successful field trips: 1) transportation; 2) teacher training and experience; 3) time issues such as school schedule and teacher’s ability to prepare; 4) lack of school administrator support for field trips; 5) curriculum inflexibility; 6) poor student behavior and attitudes; and 7) lack of venue options. With this, it is crucial that the Social Studies teacher prepares him/herself to overcome the challenges that will be arising in organizing out-of-door activities since the technique cannot be underrated despite the difficulty in organising it.

I always put in place measures to limit the challenges the next time I embark on an out-of-door activity

The final item on the likert scale in section D of the questionnaire sought to gather the teachers' responses to whether they always put in place measures to limit the challenges encountered the next time they embark on an out-of-door activity. From the mathematical analysis in Table 4.6, row 10, it can be said that 62 respondents (88.6%) put in place measures to curtail the challenges. Specifically, 20(28.6%) strongly agree to this practice and 42(60.0%) also do agree despite 2 (2.9%) not agreeing to the practice and 6(8.6%) also undecided.

4.6.2 Discussion of Results: Measures Adopted to Mitigate Challenges in Organizing Out-of-door Activities

From Table 4.6, row 10 and the interview findings it is confirmed by teachers who face those challenges that they do put in place measures to limit their occurrence the next time they embark on an out-of-door activity. For example, two of the respondents who intimated that they use out-of-door activities, have this to say regarding measures they use to limit the occurrence of the challenges they encounter:

I think I have to just come out with strategies of solving those challenges I encountered. The next time I will embark on out-of-door activity I have to plan ahead by informing students to prepare ahead of time by informing their parents so that they can pay without any difficulty. I will also educate the students to know why they are undertaking the trip and that it is not a trip for fun but an avenue to learn (Mr. Evans).

I will involve more teachers so that controlling the students will be less difficulty. I will also make arrangement for a transport earlier than before. Again, I will give a prior notice to the education office to avoid any undue delay (Mr. Fakfak).

From the above description of the measures teachers adopt to curtail the challenges, it can be established that the teachers simply ignore the basic steps to follow in planning out-of-door activities hence the challenge. The measures the teachers put across are all essential steps that teachers must go through in order to plan a successful and educative trip of which teachers have relegated to the background in their previous trips. This brings to mind the need for teachers to have experience in planning and attending out-of-door activities suggested by Behrendt and Franklin (2014) which by extension will benefit the teachers and students at large. Observing how out-of-door activities are planned, Behrendt and Franklin (2014) mentioned before the trip, during the trip and after the trip as the areas to consider when organizing out-of-door activities. They continued that, the teacher's role in preplanning, implementation, and reflection often dictates the impact that the out-of-door activity will have on students. It is therefore crucial for teachers to get themselves acquainted with the nitty-gritty's in planning of out-of-door activities to minimize the challenges they encounter.

4.7 Summary

The following are the broad outcomes derived from the discussion of the various sources of data used in the study:

Firstly, the general responses show that teachers do believe that out-of-door activities is very significant in the teaching of Social Studies which invariably enhances the teachers instruction and the students understanding of the various concepts in the syllabus which is replete with abstracts. The research question one (1) used in the study revealed that most of the respondents perceive out-of-door activities to be any learning activities that

take place outside the classroom and teachers also believe that, they have much knowledge regarding how the technique is organized. The findings again reveal that, teachers believe that to be able to organize out-of-door activities require the expertise and confidence of the social studies teacher. It was also realized that most of the respondents agreed that achieving the objective of social studies is dependent on the social studies teachers use of out-of-door activities in his/her instruction and they also emphasized that there is a connection between social studies and out-of-door activities. Teachers also think that out-of-door activity is different from indoor lesson and that out-of-door activity is not an extra work to them. Conclusively, teachers endorsed the fact that out-of-door activities are knotted with challenges when planning it.

Secondly, the research question 2 reveals that Social Studies teachers' perception of out-of-door activities influenced their use of the technique in teaching. Most of the teachers' concord that limited time in the social studies time table prevents them from using the technique in teaching. It was also revealed that most of them considered out-of-door activities in their teaching because of its educational value, despite the challenges they admitted encountering. The teachers agreed that they do perceive out-of-door activities to be difficult to organize which affect their use of it in teaching. Notwithstanding the difficulties, teachers agree to using out-of-door activities because it enhances critical thinking skills and problem solving abilities in students.

Thirdly, the research question 3 shows that most teachers consent that, they use out-of-door activities in teaching even though the interview findings reveal that most of them do

not use it because of the difficulties that come with the planning. Again, most teachers sanctioned that anytime they organized out-of-door activities, students' participation was always high and also students understood the concepts better. Most teacher were of the view that, they do link out-of-door activities with instructional goals and further employ post out-of-door activities to solidify students experiences. Lastly, teachers admit that they do face challenges anytime they embarked on out-of-door activities and also put in place measures to limit the occurrence in their subsequent trips.

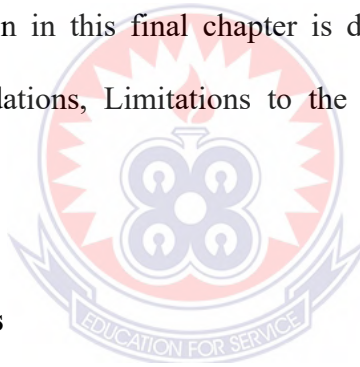


CHAPTER FIVE

SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

The study explored Senior High School Social Studies teachers' perceptions of out-of-door activities as an instructional technique in Social Studies in the Ho Municipality in the Volta Region and further examines how these perceptions influence the teaching of Social Studies. The study sought to determine teachers' perception of out-of-door activities, influence of their perception on their teaching and their use of out-of-door activities. The presentation in this final chapter is done under: Summary of findings, Conclusions, Recommendations, Limitations to the study and Suggestion for further Research.



5.2 Summary of Findings

Based on the presentation and discussion of results in relation to the three (3) research questions in chapter four, the following are the major findings captured under the three (3) research questions:

5.2.1 How do Senior High Schools Social Studies Teachers in the Ho Municipality Perceive Out-of-Door Activities?

The main findings of the research were:

1. Most of the teachers perceived out-of-door activities as a learning activity outside the classroom aims at promoting learning.

2. Most teachers believed that, they have much knowledge on how out-of-door activities is planned which is crucial to every Social Studies teacher. It was also established that, planning out-of-door activities requires the expertise and confidence of the Social Studies teacher.
3. The majority of teachers are of the opinion that, achieving the objectives of Social Studies is dependent on teachers' use of out-of-door activities. Again, teachers confirmed that, there is a connection between Social Studies and out-of-door activities.
4. A good number of teachers perceive out-of-door activities as very important to the teaching of Social Studies which is replete with abstract concepts and that out-of-door activities provide educational opportunities that cannot be realised in the Social Studies classroom.
5. Nearly all teachers perceived out-of-door activities to be different from indoor lessons. In addition, it was revealed teachers believe that out-of-door activity is not an extra work to them, but part of their teaching responsibilities.
6. Respondent also perceived out-of-door activities to be saddled with many challenges.

5.2.2 How do these Perceptions Influence the Teaching of Social Studies in the Senior High Schools in Ho Municipality?

The main findings of the research were:

1. It was revealed that Social Studies teachers' perception of out-of-door activities influenced their use of the technique in teaching. Most of the teachers' concord

that limited time in the Social Studies time table prevents them from using the technique in teaching.

2. It was also revealed that most of them considered out-of-door activities in their teaching because of its educational value, despite the challenges they admit encountering.
3. The teachers agreed that they do perceive out-of-door activities to be difficult to organize which affect their use of it in teaching.
4. Notwithstanding the difficulties, teachers agree to using out-of-door activities because it enhances critical thinking skills and problem solving abilities in students.

5.2.3 How do Senior High Schools Social Studies Teachers in the Ho Municipality use Out-of-Door Activities in their Instruction?

The main findings of the research were:

5. Most teachers admitted that, they use out-of-door activities in teaching even though the interview findings reveal that most of them do not use it because of the difficulties that come with the planning. Again, most teachers sanctioned that anytime they organized out-of-door activities students' participation is always high and also students understood the concepts better.
6. Teachers were of the view that, they do link out-of-door activities with instructional goals and further employ post out-of-door activities to solidify students' experiences.

7. Lastly, teachers admitted that, they do face challenges anytime they embark on out-of-door activities and also put in place measures to limit the occurrence in their successive trips.

5.3 Conclusion

Based on the results obtained from the study, the following conclusions have been reached:

First, the study revealed that SHS Social Studies teachers' questionnaire and interview responses to their perceptions of out-of-door activity is a mismatch to their usage of the technique in teaching as shown by section D of the interview findings. Teachers showed positive perceptions and practices in the questionnaire findings and part of the interview finding, but the qualitative findings regarding their use of the technique revealed the contrary.

The findings also revealed that SHS Social Studies teachers' use of out-of-door activity is largely dependent on how they view the technique. Teachers with positive perceptions of out-of-door activities endeavor to use it in their teaching to enhance students understanding and further improve their own teaching. Social Studies teachers who have a negative perception about out-of-door activity tend to relegate the technique to the background despite the overwhelming benefits they stand to get from the technique.

Additionally, the section D of the interview finding disclosed that Social Studies teachers seldom use out-of-door activity in their instruction. Most of the respondents reveal that,

they hardly use out-of-door activity in their teaching because of the challenges they encounter, even though all of them admitted that, using out-of-door activities in their teaching enhance students understanding and further improves their instruction.

Another important revelation in the study was that, the three SHS Social Studies teachers interviewed in the Ho Municipality in the Volta Region seemed to have exhibited a better understanding and perception about out-of-door activity than their five counterparts interviewed. This was also reflected in their use of the technique in teaching. They were able to prove that, they do use the technique in teaching and ensure that, the trips they embarked on is always align with the topics, which is essential feature in the organization of out-of-door activities.

Lastly, it is also a revelation in the study that, teachers who admitted using out-of-door activities in their instruction do encounter challenges before, during and after the trips. It was also revealed by the Social Studies teachers that, to make their subsequent trips a success, the put in measures to mitigate the challenges.

5.4 Recommendations

From the findings, conclusions of the study, the literature review and theoretical considerations on the problem, I think improvement needs to be considered for SHS Social Studies teachers' perception of out-of-door activities for the benefit of teaching and learning. Based on the study therefore, I offer the following recommendations cognizant to the research questions.

To increase the understanding of SHS Social Studies teachers' knowledge and tune their beliefs to align with what the literature says about out-of-door activities, conferences should be held by experts of Social Studies with the support of government and other concerned NGOs at least once each year in every region for Social Studies teachers, in order to help refresh their skills and techniques of teaching. With this, Social Studies teachers will begin to have positive perceptions about out-of-door activities and other equally potent techniques.

Again, Social Studies teachers need to see out-of-door activities with new eyes and use it not only for improving students' performance but also to improve their instruction. In other words, Social Studies teachers need to have a positive perception about out-of-door activities by reflecting on the teaching and learning process as adult learners and incorporate it in their teaching in order to ensure their success among students.

In order to promote the use of out-of-door activities in the teaching and learning of Social Studies, the government through the Ministry of Education, Ghana Education Service (G.E.S) and Curriculum Research and Development Division (CRDD) should make funds available for senior high schools to organize of out-of-door activities, specifically, in the teaching and learning of Social Studies to enhance students understanding.

Lastly, the government through the Ministry of Education and Ghana Education Service (G.E.S), should advise heads of institutions to support and encourage teachers, particularly, Social Studies teachers to embark on out-of-door activities within and

outside their school community to boost students understanding of the concept that are mostly abstract in nature.

5.5 Limitations of the Study

Unquestionably, during the study, there were some limitations encountered. The first limitation lies in the choice of respondents which was only limited to one out of ten regions and also limited to one municipality in the region. The lack of regional balance in the study, made it not sufficiently representative of the entire teaching population of SHS Social Studies teachers in Ghana. To get a more transferable, generalisable and accurate picture nationally, a larger sample should be used to cover many other regions. Debatably, extending the study to many districts all across the nation would have increased the sincerity of the data through which generalizations could have been made.

Another drawback that needs to be mentioned has to do with the questionnaire designed. Unlike interviews, questionnaires hardly ever provide opportunities for participants to receive any elucidation of baffling items. Due to this, the wording of some of the questions might cause some misunderstandings for respondents (Thomas, 2003) cited in Adam (2012).

The respondents had all been with different levels of educational qualification and experiences. Some were trained in Social Studies education from the University of Education, Winneba or University of Cape Coast and others trained outside these particular institutions with or without education background in the field of out-of-door

activity. It can therefore be said that their comments cannot be seen as representative of all Social Studies teachers in the Volta Region in particular as many of them have not been given any initial orientation at all in out-of-door activities in their various institution.

Lastly, I could not use the observation method I intended using because most of the teachers were not ready to embark on out-of-door activities anytime soon. This forced me to abandon the observation instrument, limiting my data collection tools to questionnaire and interview.

5.6 Suggestions for Further Studies

While my study gives an insight into SHS Social Studies teachers' perception about out-of-door activities, an extensive study to investigate the gap between SHS Social Studies teachers' theoretical knowledge and their use of out-of-door activities in teaching needs to be conducted. The findings have revealed the dissonance in what the teachers perceive and what they practice regarding out-of-door activities. An investigation of that sort could provide an understanding that could help institutions of learning to design an agenda to help teachers integrate the technique in the classroom.

A study in all the ten regions is equally needed to explore and understand in detail what SHS Social Studies teachers perceive to be out-of-door activities. This will help the Ghana Education Service (GES) or Ministry of Education (MOE) to understand what

relevant steps to be taken to design a policy as well as to develop the curriculum and to meet the shortfalls that ought to be offset (Adam, 2012).



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APPENDIX A

UNIVERSITY OF EDUCATION, WINNEBA

FACULTY OF SOCIAL SCIENCES EDUCATION

DEPARTMENT OF SOCIAL STUDIES EDUCATION

Questionnaire

I am a second year Master of Philosophy student in Social Studies Education from the above university, researching into *Teachers' Perception of Out-Of-Door Activities in the Teaching of Social Studies in the Ho Municipality*.

The questionnaire seeks to examine SHS Social Studies teachers' perception of out-of-door activities, influence of their perception on their teaching and their use of out-of-door activities. Your answers and comments will be kept confidential. Please respond to the following questions as best as you can. There is no correct or wrong response but the response you opt for represents your best opinion. Your honest and complete responses will be most useful and helpful. Thank you in advance for your cooperation. You have the right to withdraw from responding to the questionnaire in case you are no more interested to continue in the course of the work.

The questionnaire is in *four (4) sections*, thus *A, B, C and D*. *Completed questionnaire should be returned to the office of the Head master / head of department of Social Studies or the researcher*.

SECTION A

Demographic Data

Please kindly tick (✓) the responses that best correspond to your answer in the space provided.

1. Gender

- 1) Male 2) Female

2. Age

- 1) 20-29 2) 30-39 3) 40-49 4) 50 and above

3. Educational qualification.

- 1) Diploma 2) First degree 3) Second degree

Others (please specify).....

4. What is your major Subject Specialization?

- 1) Social Studies 2) Political Science 3) History 4) Geography 5) Economic

Others (please specify).....

5. Institution attended for your educational qualification.

- 1) UCC 2) UEW 3) UG 4) UDS 5) KNUST 6) Polytechnic

Others (please specify).....

6. How long have you been teaching Social Studies at the Senior High School level?

- 1) Less than a year 2) 1 to 5years 3) 6 to 10 years 4) 11years and above

SECTION B

Perception of SHS Social Studies teachers on out-of-door activities

Please *carefully read* the following statements and *circle* the number in front of the item in the box that corresponds to your perceptions about out-of-door activities. The responses span along the two extremes of *Strongly Disagree* and *Strongly Agree*. In the following items, *1= Strongly Disagree, 2= Disagree, 3= Undecided, 4=Agree and 5= Strongly Agree*

Statement		Please Circle				
		SD	D	U	A	SA
7.	Any student experiences outside the classroom designed for educational purposes under the guidance of the teacher is an out-of-door activity.	1	2	3	4	5
8.	I have much knowledge on how out-of-door activities are planned.	1	2	3	4	5
9.	Planning out-of-door activities requires my confidence and expertise as a Social Studies teacher.	1	2	3	4	5
10.	Out-of-door activity is one of the best techniques for teaching Social Studies.	1	2	3	4	5
11.	There is a connection between Social Studies and out-of-door activities.	1	2	3	4	5
12.	Achieving the objectives of Social Studies is dependent on my use of out-of-door activities in instruction.	1	2	3	4	5
13.	Out-of-door activities motivate students to develop connections between the theoretical concepts in the classroom and what has been experienced.	1	2	3	4	5
14.	Out-of-door activities sharpen students' skills of observation and perception by utilizing all their senses.	1	2	3	4	5
15.	Out-of-door activities provide educational opportunities that cannot be realised in the Social Studies classroom.	1	2	3	4	5
16.	Out-of-door activities complement content areas of the Social Studies curriculum through first	1	2	3	4	5

	hand observation and experience.					
17.	Out-of-door activities benefit students by allowing them to interact with their classmates and teachers in an environment other than the classroom.	1	2	3	4	5
18.	Out-of-door activities help students investigate possible careers by exploring various sites.	1	2	3	4	5
19.	Out-of-door activities allow students to develop interviewing, note taking, and other important skills.	1	2	3	4	5
20.	I do consider out-of-door activities in my teaching.	1	2	3	4	5
21.	Both out-of-door activities and indoor lessons serve different purposes.	1	2	3	4	5
22.	Complementing indoor lessons with out-of-door activities bring improvement to my teaching.	1	2	3	4	5
23.	Poor students' attitude poses a great challenge to the Social Studies teacher on an out-of-door activity.	1	2	3	4	5
24.	Out-of-door activities are important, but involve too much risk.	1	2	3	4	5
25.	Out-of-door activities are important, but are very time consuming.	1	2	3	4	5
26.	Out-of-door activities bring improvement to students' learning.	1	2	3	4	5
27.	Out-of-door activity is not an extra work to me as a Social Studies teacher.	1	2	3	4	5

SECTION C

How Social Studies teachers' perceptions of out-of-door activities influence their teaching

Please *carefully read* the following statements and *circle* the number in front of the item in the box that corresponds to how your perceptions of out-of-door activities influence your teaching. The responses span along the two extremes of *Strongly Disagree* and *Strongly Agree*. In the following items, 1= *Strongly Disagree*, 2= *Disagree*, 3= *Undecided*, 4= *Agree* and 5= *Strongly Agree*.

Statement		Please Circle				
		SD	D	U	A	SA
28.	Having positive perception about out-of-door activities makes me use it in my teaching.	1	2	3	4	5
29.	Limited time in the Social Studies time table prevents me from using out-of-door activities.	1	2	3	4	5
30.	I do not always use out-of-door activities in my instruction because it is sometimes costly to undertake.	1	2	3	4	5
31.	My motivation for embarking on out-of-door activities is that, it is of educational value.	1	2	3	4	5
32.	Perceiving out-of-door activities to be difficult to organize makes me hardly use it in teaching.	1	2	3	4	5
33.	Developing critical thinking skills among students makes me use out-of-door activities in my instruction.	1	2	3	4	5
34.	Enhancing problem solving skills among students motivates me to use out-of-door activities in teaching.	1	2	3	4	5

SECTION D

Social Studies teachers' use of out-of-door activities

Please *carefully read* the following statements and *circle* the number in front of the item in the box that corresponds to your use of out-of-door activities. The responses span along the two extremes of *Strongly Disagree* and *Strongly Agree*. In the following items, *1= Strongly Disagree, 2= Disagree, 3= Undecided, 4= Agree and 5= Strongly Agree*.

Statements		Please Circle				
		SD	D	U	A	SA
35.	I usually embark on out-of-door activities with my students when the need be.	1	2	3	4	5
36.	The level of students' participation in my out-of-door activities is always high.	1	2	3	4	5
37.	Students get the Social Studies concepts better whenever I embark on an out-of-door activity.	1	2	3	4	5
38.	The trips I embark on are always linked to my instructional goals.	1	2	3	4	5
39.	I use post out-of-door activities to highlight students' experiences in the Social Studies classroom.	1	2	3	4	5
40.	I do face challenges anytime I embarked on out-of-door activities.	1	2	3	4	5
41.	The following challenges are among those I face whenever I embarked on out-of-door activities.					
	i. Lack of support from the school.	1	2	3	4	5
	ii. Problem in securing a vehicle for the trips.	1	2	3	4	5
	iii. Students' inability to pay for the trips.	1	2	3	4	5
	iv. Difficult to get the consent of parents.	1	2	3	4	5
	v. Exposure of students to hazards.	1	2	3	4	5
	vi. Limited time to undertake the trips.	1	2	3	4	5
	vii. Indiscipline among students during the trips.	1	2	3	4	5
	viii. Disrupting the schools programme.	1	2	3	4	5
42.	I always put in place measures to limit the challenges the next time I embark on an out-of-door activity.	1	2	3	4	5

Thank you very much for your participation

APPENDIX B

UNIVERSITY OF EDUCATION, WINNEBA

FACULTY OF SOCIAL SCIENCES EDUCATION

DEPARTMENT OF SOCIAL STUDIES EDUCATION

Interview Protocol

I am a second year Master of Philosophy student in Social Studies Education from the above university, researching into *Teachers' Perceptions of Out-Of-Door Activities in the Teaching of Social Studies in the Ho Municipality*

This interview guide aims to examine SHS Social Studies teachers' perception of out-of-door activities, influence of their perception on their teaching and their use of out-of-door activities. Your answers and comments will be kept confidential. Please respond to the following questions as best as you can. There is no correct or wrong response but the response(s) you give represents the best in your opinion. Your honest and complete responses will be most useful and helpful.

Thank you in advance for your cooperation.

The interview protocol is in *four (4)* sections, thus **A, B, C and D.**

SECTION A

Background of Respondent

1. Gender

male female

2. Age

20-29 30-39 40-49 50 and above

3. Educational qualification.

Diploma First degree Second degree

Others (please specify).....

4. What is your major Subject Specialization?

Social Studies Political Science History Geography Economic

Others (please specify).....

5. Institution attended for your educational qualification.

UCC UEW UG UDS KNUST Polytechnic

Others (please specify).....

6. How long have you been teaching Social Studies at the Senior High School level?

less than a year 1 to 5years 6 to 10 years 11years and above

SECTION B

Perception of SHS Social Studies teachers on out-of-door activities

1. What is your general knowledge about out-of-door activities?
2. Do you have any ideas on how out-of-door activities are planned?
 - Probe base on the response
3. Do you think out-of-door activities are important in Social Studies Education?
 - Explain why.
4. Out-of-door activity and indoor lesson, which one do you think is the most relevant in Social Studies instruction?
 - Why do you think your option is the best?
5. Should out-of-door activities be used to complement indoor activities during instruction?
 - Explain your stand
6. Specifically, how beneficial are out-of-door activities to students' learning?
7. How beneficial are out-of-door activities to you as a Social Studies teacher in instruction?
8. What are the obstacles you encounter in organizing out-of-door activities?

SECTION C

Influence of SHS Social Studies teachers' perceptions on their teaching

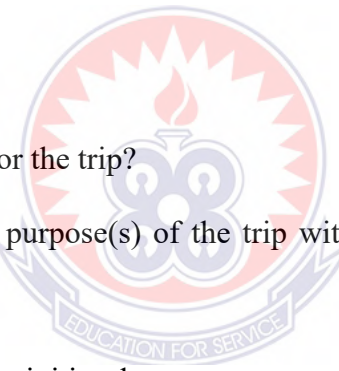
9. How do your opinions about out-of-door activities affect your integration of it in the Social Studies classroom?
10. Do you use out-of-door activities in your Social Studies instruction?

- If yes, what is your motivation for using it?
- If no why don't you use it?

SECTION D

Social Studies teachers practices of out-of-door activities

11. Are there any opportunities in your day-to-day teaching that lends themselves to out-of-door activities?
 - If yes, when was the last time you embarked on an out-of-door activity?
 - If no, find out the reason and end interview.
12. What was the topic?
13. Where did you visit?
14. What was the purpose for the trip?
15. How aligned is/are the purpose(s) of the trip with the goals of SHS Social Studies syllabus?
16. What post out-of-door activities do you engage your students in?
17. What are some challenges you encounter before, during and after the trip?
18. How do you intend improving your use of out-of-door activity?
19. Is there anything else you would like to tell me?



Thank You