UNIVERSITY OF CAPE COAST

UTILIZATION OF FIELD TRIPS IN THE TEACHING OF SOCIAL STUDIES IN COLLEGES OF EDUCATION IN THE VOLTA REGION, GHANA

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BY

COMFORT ADJOA ADDO

Thesis submitted to the Department of Basic Education, Faculty of Educational Foundations of the College of Education Studies, University of Cape Coast, in partial fulfilment of the requirements for award of Master of Philosophy Degree in Basic Education

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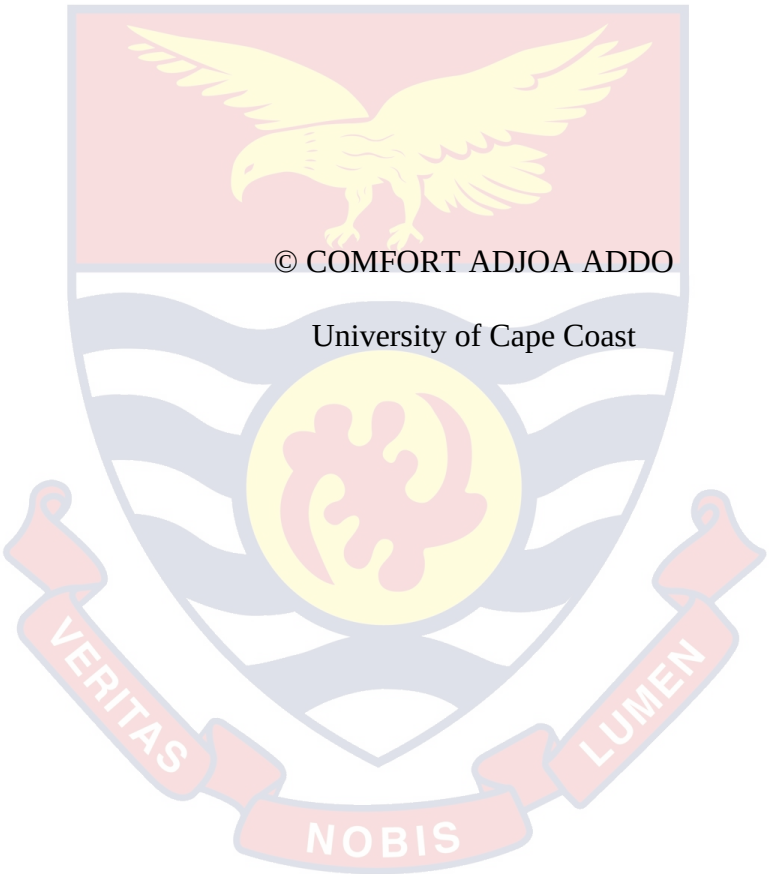

DECLARATION

Candidate's Declaration

I hereby declare that this thesis is the result of my own original research and that no part of it has been presented for another degree in this university or elsewhere.

Candidate's Signature: ……..... Date: ……

Name: ……..

Supervisors' Declaration

We hereby declare that the preparation and presentation of this thesis were supervised in accordance with the guidelines on supervision of thesis laid down by the University of Cape Coast.

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

Name: ……..

Co-Supervisor's Signature: ..... Date: .....

Name: …….

ABSTRACT

The main aim of the study was to examine how field trips could be utilized in the teaching of Social Studies in Colleges of Education in the Volta Region of Ghana. In this regard, four research questions were formulated to guide the study. To answer these research questions, the researcher adopted the descriptive survey approach for the study. Thus, the researcher collected and analysed data quantitatively. The population of the study included Social Studies tutors and students of Social Studies department in the Colleges of Education in the Volta Region. The purposive sampling technique was employed to select 35 tutors while the simple random sampling method was used to select 316 students. Data were collected using two sets of questionnaires. The data were analysed using frequency counts and percentages and presented using tables and charts. The findings of the study revealed that the main methods of integrating field trips is to embark on field trips as stated by about 91.4% of the tutors and 91.2% of the students. The findings also revealed the use of virtual reality animations and models. In addition, the study revealed that majority of the students have positive perception about field trips since 73.7% of them prefer field trips that are more educational than fun. However, 65.7% of tutors stated otherwise. Further, 94.3% of the tutors and 79.5% of the students indicated that organising field trips is stressful. It has been recommended that appropriate procedures are adopted for students and tutors in order to facilitate the organisation of field trips.

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DEDICATION

To my beloved husband Mr. James Botchway, my children Desmond Botchway, Enoch Derrick , Godwin Botchway, and Daniel Paa Kwasi Botchway.

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CHAPTER ONE

INTRODUCTION

Educational philosophies in recent times support the student-centered learning. Outdoor activities, field trips among others have been noted as activities that promote the student-centered learning. In Ghana, most studies appear to have concentrated on the conventional methods of teaching and how to improve upon them. Therefore, this study seeks to bridge the gap that exists in the use of field trips as a method of teaching Social Studies since the subject is considered to be one of the amalgamated subjects that may require different methods of teaching.

Background to the Study

Around the world, Social Studies could be noted as one of the courses or subjects that involves a combination of more than one subject put together. It could be said that teaching and learning of Social Studies may be a complex one that involves both teachers and students. According to Quartey (1984), Social Studies is an integrated subject that is designed to equip individuals with basic knowledge, skills, attitudes and values needed in guiding the individual in solving personal and societal problems. Likewise, Ayaaba and Odumah (2007) argued that Social Studies aims at producing responsible citizens who are well informed, concerned, participatory, reflective, productive and willing to contribute to national development.

This assertion is further corroborated by Martorella (1985, p. 10) who argued that the essences of Social Studies is strictly "to develop reflective, competent and concerned citizens." By implication, Social Studies inculcates

desirable attitudes and skills into the individuals which intends contributes to more measure in nation building. In this vein, Social Studies tutor is to ensure that students understand and make meaning out of whatever they learn in class. This is largely dependent on the Social Studies tutors' ability to effectively use appropriate teaching and learning strategies such as field trips. However, tutor's nuanced understanding regarding how to effectively utilize instructional strategies is critical in terms of effective teaching. More accurately, Social Studies curriculum models have been connected with four broadly used models in many countries including Ghana. This includes reflective inquiry, citizenship education, social science structure of education and amalgamated or unified integration as identified by DuBey and Barth (1980), Gross, Messick, Chapin and Sutherland (1981) and Okunloye (1988). Therefore, it could be said that tutors' knowledge of Social Studies model is also in the teaching concepts important in Social Studies teaching, since the intellectual image of teachers become the frame of reference as to why, how and when Social Studies is taught in the school system.

Many teaching techniques have been accepted and utilized in the teaching of Social Studies since the introduction of the subject in the Ghanaian Colleges of Education in 1998. It has become imminent that a technique of making Social Studies teaching very effective and efficient is the use of student-centered techniques of teaching which includes fieldtrip or out-of-door activities (Oppong, 2007). That is, teaching and learning experiences that are planned and implemented outside the classroom. Likewise, Parker (2001, p. 289) shared similar opinion and put forward that "it is in the local community that the teacher sows the seeds of a

life-time study of human society". By this, students gain firsthand information / experience and the opportunity to observe at first-hand the numerous social processes that function around them. These may include government in action, challenges of group living, the production and delivery of goods and services and to the rich cultural heritage of the people who live in the community. In effect, students gained first hand experiences and understand lesson straight because learning is an active process between learning by doing (Carnegie, 1936).

Based on the importance accorded to some methods of teaching Social Studies, it is imperative to provide learners with the opportunity to explore and learn through discovery learning or student-centered learning technique. It is for this reason why Aggarwal (2001, p. 242) contended that the school community /society provides "seeable, concrete and tangible resources which are extremely dynamic, fascinating and meaningful for teaching Social Studies". With the provision of adequate resources, students may be able to learn things that otherwise could not have been taught by Social Studies tutors. It may happen that tutors will focus on finishing the course they have planned for the semester which might affect the understanding level of students in Social Studies.

It can further be argued that fieldtrip allows the Social Studies class to gain experience from source information that cannot be brought into the classroom due to their handiness and size. By so doing, both tutors and students alike may gain better understanding of things in their natural habitat and natural state. This perhaps explains why Dewey (1967) asserted that it is better to gain a gram of experience

than dwelling on a kilogram of theory. This implies that fieldtrip could help to gain concrete experience on the part of tutors and learners.

Nevertheless, not all field trips result in profitable outcomes, because fieldtrip can easily turn into nothing more than a day off from school, if it is not well scheduled. Research findings shows that, when selecting a location for fieldtrip, Social Studies tutors should always consider the cost of conveyance, the time available, and the lesson objectives (Ayaaba & Odumah, 2007). Some tutors appear not to utilize field trips to encourage effective teaching due to a number of reasons. This may include lukewarm attitude of tutors towards the use of field trips to stimulate effective teaching and learning. Other interrelated factors may also be: time considerations (preparation, fitting into the school timetable). In the same regard, many researches have indicated that teachers' skills may vary between theory and practice and perceived teacher inertia, thus their inability to combine fieldtrip experience with the classroom situation (Beasley, Butler & Satterthwait, 1993; Falk & Balling, 1979; Orion, 1993; Tamir & Zoor, 1977). Thus, tutors' engagement of fieldtrip may be dependent on their perception on its use and the benefits associated with them and the task involved in taking students out for educational fieldtrip.

According to Quashigah, Kankam, Bekoe, Eshun and Bordoh (2015), Social Studies has become one of the necessary subjects in Colleges of Education in Ghana as it helps to solve contemporary problems. Therefore, as is generally known that Social Studies is one of the core subjects in Colleges of Education in Ghana, it should be expected that after trainees have studied this course, they will

be able to teach Social Studies, making effective use of field trips at the Junior High School (JHS) level upon completion of their courses. It seems tutors of Social Studies have been observed to limiting the teaching and learning of the subject to the classroom settings. It is in view of this that the researcher of this study wants to investigate into the utilization of field trips for the teaching of Social Studies in Colleges of Education in the Volta Region of Ghana.

Statement of the Problem

Field trips in Social Studies provide students the opportunity to connect theory to real world situations. This can be achieved by the exposure of students to a practical touch with the society to enable them observe, process, record and construct knowledge based on their own experience. For instance, Tamakloe (2008) argues that during Social Studies field trips, students do not only acquire cognitive and psychomotor skills but the affective skills as well. The acquisition of the affective skills is required to boost the attitudinal change among learners which takes a long time to develop and must not be compromised with, and it must not be seen as an act happening out of providence. In addition, Abudu and Donkor (2014) stated that the rare use of field trips resulted in the unpreparedness of students for the job market. As a result, Social Studies tutors need to plan and use field trips in the teaching process, bearing in mind the need for continuity and orderly emphasizing the widening scope as well as taking cognizance of the depth of affective elements to be acquired (Tyler, 1949).

The importance of field trips in most Colleges of Education in Volta Region of Ghana will enable tutors to use the local community as a source of resource

outside the classroom. These resources can ensure both tutors and students' participation in the teaching and learning process and in building their understanding of the society and the nature of the world while improving on their abilities in observing and problem solving in the environment. It may appear that students often use field trips to develop skills of working together, formulate questions but yet to be answered issue is how to gather data through their observations of the environment which is key skill developmental need in Social Studies. Thus, through the use of field trips the experience of students are enhanced and school lessons are connected with daily life and real-world problem (National Academy of Science as cited in Bariham, 2015). More so, field trips enable students to see in practical terms what they have heard, read, or imagined, and are also able to collect data, observe, record, and extract necessary information from the environment (Ayaaba, & Odumah; 2007). In effect, field trips provide tutors and students with an unforgettable view of the physical, social, and political environment of the learners. That is, fieldtrip stimulates the critical thinking and inquiry skills of the learners thereby making Social Studies lesson to move from mere rhetoric of tutor-centered verbal teaching to student-centered activity (Yusuf, 2007).

In essence, this allows students to digest lessons by their ability to recall, retain, and apply the knowledge gained when the need arises. This view is shared by Evans (1985) when he carried out a research on the usefulness of field trips in teaching and learning and concluded that classes that used the planned fieldtrip technique learned more, retained more and did better on tests than those classes

who did not participate in field trips. Many researchers such as Kern and Carpenter (1984) also documented the cognitive and affective benefits of field trips, including increased motivation for learning (Kern & Carpenter, 1984), a more positive attitude towards science and environmental concepts (Bitgood, 1989), the acquisition of knowledge and skills (Mackenzie & White, 1981), stimulate interest for natural resource-related careers that results in an improved attitude towards the site visited (Knapp, 2000; Tamakloe, 2008).

Although the benefits of field trips are well documented, the use of the practice in the Colleges of Education in Ghana remains minimal. In particular, it appears only a paucity of research exists about the utilization of field trips for the teaching of Social Studies in Colleges of Education in the Volta Region. In addition, the intake or learning of new knowledge by students seems to have limited literature which calls on the researcher of this study to look into it. Moreover, there is the issue of budgetary constraints or inadequate and appropriate sites to visit as part of teaching and inadequate time for external visits. These and many more are some of the motivating reasons that informed the choice of this topic by the researcher.

Purpose of the Study

The purpose of the study was to examine how field trips could be utilized in the teaching of Social Studies across Colleges of Education in the Volta Region of Ghana. Precisely, the purpose is to:

1. Find out how tutors integrate field trips with classroom lessons in the Colleges of Education in the Volta Region.

2. Interrogate students' perception about suitable location for field trips in learning Social Studies in the Colleges of Education in the Volta Region.
3. Investigate how frequently tutors embark on field trips in the teaching of Social Studies in the Colleges of Education in the Volta Region.
4. Find out the challenges associated with field trips in the teaching of Social Studies in the Colleges of Education in the Volta Region.

Research Questions

For the purpose of this study, the following questions were formulated:

1. How do tutors integrate the use of field trips to classroom lessons in the Colleges of Education in the Volta Region?
2. What are students' perceptions about suitable location for field trips in learning Social Studies at the Colleges of Education in the Volta Region?
3. How do tutors embark on field trips in teaching Social Studies at the Colleges of Education in the Volta Region?
4. What are the challenges in embarking on field trips in the Colleges of Education in the Volta Region?

Significance of the Study

The findings of this study provide a good representation of tutors' practices with regards to the utilization of field trips. That is, the study serves as a reference material for the general public and researchers who want to add more to the research area. The findings of this study can be replicated and used in other study to add new knowledge.

In addition, the study significant to all readers, especially tutors at the Colleges of Education in the Volta Region and/or other Colleges of Education in the country, as it provides the different methods employed by tutors of social studies in conducting field trips and its importance to teaching and learning.

This study also creates the platform for individual tutors to reflect on their field trip practices as methodological approach in relation to the classroom encounters with the students to assess their performance, possibly encouraging some tutors to increase the number of field trips they embark upon. Some management of Colleges of Education are provided with more information to tailor their services and resources to sponsor field trips and tutors as part of mechanisms of training teachers. That notwithstanding, the use of fieldtrip could be considered by curriculum developers to modify the current Social Studies curriculum or when developing new curriculum.

Delimitations

The study was confined to the Colleges of Education in the Volta Region of Ghana. In this regard, the scope of the study covered the seven Colleges of Education. These colleges are: St. Francis College of Education, St. Teresa's college of Education, Peki College of Education, Amedzofe college of Education, Jasikan College of Education, Dambai College of Education, and Akatsi College of Education. These Colleges of Education were used because, at the time of data collection, all these institutions were within the confines of the Volta Region of Ghana. However, during the course of the study, Jasikan College of Education and

Dambai College of Education are now located within the confines of the new created Oti Region.

The issues for this study was the use field trips in the teaching of Social Studies in their various colleges; the planning and activities that go into the preparation stage, the field trip itself and the post field trip issues were considered for study. Also, the sample for the study was narrowed to only the target population, thus the seven Colleges of Education in the Volta Region. Moreover, the study was confined to selected tutors, and a cross section of students studying Social Studies from each college of education.

Limitations

Generalisation of the findings of this study needs to be done with caution since the study was conducted in all the Colleges of Education in the Volta Region but not the entire Colleges of Education in the country. Even though there are other tutors in the Colleges of Education who teach other disciplines other than Social Studies, the study focused on only the target group, being the Social Studies tutors selected from the seven Colleges of Education in the Volta Region in addition to some of the students offering Social Studies. Whereas it would have been appropriate to expand the scope of work, time and other logistical constraints placed a limitation to doing this. Moreover, considering the time limit for the study, the researcher was not able to include all the Social Studies tutors from the colleges used. It was impossible for the researcher to use larger number of respondents from each school visited as this study is time bound.

Further, it was impossible to collect data for all the selected participants which might affect the internal validity of the study. However, the response rate was adequate enough to overcome this challenge.

Organisation of the Study

The study was divided into five chapters. Chapter one focused on the introductory part of the study. The introduction consists of background to the study, statement of the problem, purpose of the study, objectives, and research questions. It also consists of the significance of the study, delimitation, limitations as well as the organisation of the study. Chapter two concentrated on reviewing of related literature. It dealt with survey of what others have done in line with the study that is under investigation. Chapter three which entails information on the methods used to conduct the study. It includes the research design, population, sample and sampling procedure, research instrument, data collection procedure and the data analysis as well as ethical issues. Chapter four dealt with results and discussion of the results. This was where the results from the data collected was presented and explained. The results from the analysis were presented, discussed and supported with literature. The final chapter comprised: the summary, key research findings, conclusions, recommendations and suggestions for further study

CHAPTER TWO

LITERATURE REVIEW

Overview

This chapter reviewed literature relevant to this study and highlighted issues on the use of field trips in education. It reviewed how people utilise field trips in the teaching and learning of Social Studies in the Colleges of Education in the Volta Region of Ghana. It also included the importance and challenges of using field trips in teaching and learning. The importance of this chapter is to provide support for the study by exploring and reviewing the opinions of people knowledgeable in the subject area. This chapter is organised under the field trips in education, philosophical bases of the study, theoretical review, conceptual framework, empirical review which will contain the integration of field trips to classroom lessons, students' perceptions about suitable locations for field trips, the use of field trips in teaching and learning of Social Studies, and challenges faced during field trips in education.

Field trips in Education

Field trips are very significant because they form roadmaps for interventions of nature which both tutors and students comfortably apply these gained experiences to argument what is often taught at the classrooms. The frequency to which a trip is structured with the curriculum, must be planned and fused with classroom lessons, for effective participation by both teachers and students as hands on activity which are all theoretically important factors affecting how often field trip is utilized in the teaching process (Orion & Hofstein, 1994).

This implies that, whenever college students embark on field trips, they may experience the reality of what is taught in the classroom.

It is a general knowledge that a scholarly approach, in the form of teaching and learning materials, is introduced into the curriculum which has helped to improve students' academic performance, but this can also be perceived to be few. The actual larger picture for students' visualization could be attributed to field trips as according to research, these learning outcomes are tied to student's experiences and are best described as experience-based learning (Dewey, 1938; Piaget, 1937). That is, students will experience the learning rather than imagining it.

Mostly, motor or sensory involvement with objects may help students to internalize learning activities. Notwithstanding, it is pointed out that students' learning occurs as a result of direct, sensory interaction with real objects, people and the environments (Dewey, 1938). Additionally, according to Piaget (1937) experience, teaching and learning is an active process in which the learners get involved in, thereby applying the previous knowledge, connect it with the new knowledge based on the experiences they are engaged in. That is, according to Piaget, learners relate knowledge to previous knowledge which implies that there is cognitive development during field trips as well.

Based on the cognitive processes, it is important to note that teachers and learners may have the opportunity to add new ideas to what they know already. From the field trips, it is possible that what teachers and students know theoretically may be deeply registered in their long-term memory. This is because, according to researchers, there are varying levels of measuring what has been learnt cognitively

during field trips but with the conviction that field trips may have positive outcomes in the learning of facts and concepts (Anderson, 1999; Bamberger & Tal, 2007; Miglietta , Belmonte, & Boero, 2008). Based on this, it could be said that field trips, which according to Ayaaba and Odumah (2007) could be referred to as educational trips, out-of-door activities, study trips, or excursions, has the potential to greatly influence how students learn. Concurrently, Hug and Wilson (1965) out-of-door activities refer to effective use of the natural environment to teach those parts of the curriculum that can be taught outdoors and to visualize other parts through firsthand experience.

Philosophical Basis of the Study

Anecdotally, it is possible to say that most studies are based on some philosophical principles or beliefs just as each teacher (in this case, tutors) apply different pedagogical strategies in teaching students. Instruction can be said to be the act of imparting knowledge to people and/or skills they are ready to receive. As a matter of fact, no teaching or instruction transaction can take place in the absence of the learner since they are the recipient of the information. The facilitator or the teacher who carries the information may use different methodologies to achieve this goal. According to Ngussa (2014), students are in the best position to tell the type of methodology used by teachers. The methodology used in the teaching and learning may vary due to individual preferences. Also, students, especially at the tertiary level, may be able to tell whether the facilitator is using the lecture, discovery, or constructive approaches among other.

There are many philosophers that studied ways of enhancing teaching to ensure better understanding. Reiser and Dempsey (2007) posited that Robert Gagne is among outstanding writers, thinkers and creative figures in the area of instructional design and the field of instructional technology at large. In particular, this section of the study seeks to discuss the nine events of instruction propounded by Robert Gagne. The nine events are stated as follows:

1. Gaining Attention
2. Informing Learners
3. Stimulating Recall of Prior Learning
4. Presenting the Stimulus
5. Providing Learning Guidance
6. Eliciting Performance
7. Providing Feedback
8. Assessing Performance
9. Enhancing Retention and Transfer

Gagne's events of instruction enable facilitators to undergo a successful delivery of content or information to learners. The nine events of instruction as stated by Hanson and Asante (2014), Ahmed (2011), Gagne, Wager, Golas and Keller (2005), and Reiser and Dempsey (2007) are portrayed as follows. These points were developed to serve as a guide for teachers in delivering their content matter to the learner. This is to ensure an increase in the learner acquisition, internalisation and retention. That is, students listen to whatever is being taught in the classroom or laboratory or during outdoor learning and decide whether the

learning experiences are worth keeping for future use. If they are (the learning experiences), the learner makes conscious effort to retain them. Concurrently, it is noted that there might be some implications in using Gagne's events in the teaching and learning environment (Ahmed, 2011). Thus, there might be many variables that contributes to effective teaching and learning and as such good performance. The nine events are of instruction are further elaborated in the following discussions.

(1) Gaining Attention: this event of learning in the teaching and learning process is a mandatory element. It is mandatory in the sense that learners need to take active participation or must be active recipient of the content being delivered to them by their facilitators (tutors). For this reason, Ngussa (2014) posited that "In order for effective learning to take place, students must give up actively attending to other stimuli, shifting their priorities so that other stimuli are screened out." For instance, if students' attention is on something else, all that the teacher or the facilitator is trying to impart to students will be a waste of time as they are not focused on the message being carried across. Field trips can be used to catch students' attention as they will be eager to experience their reason for travelling out of school.

Therefore, tutors need to employ techniques that will keep learners focused on the information or content of the instructional process. According to Slavin (2009), ways of gaining the attention of learners in class include the use of cues that indicate "this is important" by raising or lowering voice to signal that critical information is about to be imparted, application of gestures, repetition and body position, introducing lesson with demonstration in order to engage students' curiosity and informing the learners that what follows is important. All these is to

ensure that learners in the instructional process receive the information being given them. Each and every facilitator (tutor) may employ different ways of engaging students in order to gain their attention. Some facilitators may use what students like most to gain their attention and relate scenarios that may help to provide an introduction to the topic of the day. Once students' attention is gained, the facilitator may proceed to other events of the teaching and learning process.

(2) Informing Learners of the Objective: informing learners about the objectives of the instructional activity can also contribute to the attention they give to the content in it. From the objectives, learners are informed about the acceptance level of performance that is required at the end of the instructional process. This statement received support from many educational researchers such as Gagne et al. (2005), Slavin (2011) among others. Gagne's second event of instruction put learners in an expectancy mode that will help them to pay attention in the learning process. When learners are well informed about the objectives of a given field trip, the anticipation level among them may be high which will draw their attention towards the prospects of a given field trip. Unless, the teacher wants to use the discovery method where students will search and find knowledge on their own, it is appropriate to inform students about the objectives of the teaching and learning experiences. The objectives will prepare the learners to know what to expect at each stage of the learning process.

(3) Stimulating Recall of Prior Learning: in line with the popular notion that we learn from the known to unknown, it is good to stimulate prior knowledge of learners so as to build upon the existing knowledge; a process known as

accommodation. Thus, the learner adapts the current knowledge structures in response to the new information or experiences. According to Tuckman and Monetti (2011) "It is the old information and the new information combined that enables an attentive, expectant student to achieve mastery of a task." This implies that, when teachers go through the process of recall, they are likely to increase the probability of students internalizing the content to be taught. This act is usually observed when students are taught the theories of any given event before allowing them to do practical ones. In the light of this, students must be taught the theories of what the field trips they are embarking on will benefit them. Simple ways of stimulating prior learning is to ask questions about them, get the students to explain their understanding of what he/she has experienced on previous concepts or content. With this, the teacher tries to retrieve learners' previous knowledge to prepare ground for the new one. That is, learners are put in a state of mind that will help them to receive the new information. It may be possible that the learners may even contribute more to the learning process based on their previous learning and their critical thinking.

(4) Presenting the Stimulus: this is where the actual content is presented to the learner. The content may be a chunk of information but it needs to be organised in a systematic and meaningful way to facilitate easy understanding by learners. To be able to do that, Slavin (2009) posited that the senses of the learners must be activated for effective learning to take place. In line with the behaviourists perspective, a stimulus is presented to solicit a response. In the same vain, if the content is presented to the learner, it is expected that the learner responds in an

active way by internalizing it and reproduce it when it is needed. However, due to the individual differences in the students' learning style, teachers must determine what new stimulus information is required by an objective and how to present that new stimulus information so that students can perceive and retain it (Tuckman and Monetti, 2011). This calls for the constructivism learning style which provide learners with different modalities to cater for the different learning styles. The modalities should include varieties of media such as text, graphics, audio narrations, videos, animations among others to increase selective perception of content by learners. Many educationists including Monetti (2011), Slavin (2009) among others presented that there many ways of stimulating the interest of learners when teaching. Some students may react positively to the voice of the facilitator, others may react positively to videos while others may react positively to the gestures. Also, some students may react positively to audio-visuals at the same time.

(5) Providing Learning Guidance: in every learning, there is a need to provide guidance to learners to enhance their comprehension and retention level. This can be done by providing students with instructions on what to do, and also giving examples. Case studies can also be used in providing guidance to students. Again, Nyaga, Oundo and Kamoyo (2014) argue that guidance and counselling services contribute to better growth of students' academic competence. Therefore, the teacher as an educational expert must provide this service to students to motivate them to learn. Consequently, the tutor needs to incorporate techniques such as semantic encoding to help students in their learning. As indicated by Nyaga et al.

(2014), students with learning disabilities could be guided, through guidance and counselling, on how to improve upon learning and retention. Likewise, other students could be taught how to effectively learn and how to make meaning from lessons using simple analogies, acronyms and mnemonics.

(6) Eliciting Performance: for every learning activity, there is the need to elicit performance from learners by asking question on the content delivered. With this, the facilitator will be in the best position to tell if the lesson was successful or not. Carrying out assessment on the content matter of a learning process will also inform the teacher on whether the objectives set of the instruction has been achieved. In support, Reiser et al. (2007) indicated that eliciting performance gives the students the opportunity to practice or otherwise perform what has been learned. Eliciting performance on what was learned can be done through giving assignment, asking students to explain a concept or content of difficult topics among to know if students are responding to taught content.

Eliciting performance can also be considered as formative assessment where students are being given tasks to work on alongside the teaching and learning process to enhance students' participation and attention in the learning process. Simply, this presupposes that students need to demonstrate to themselves and to their teachers that the new learning has occurred (Tuckman, & Monetti, 2011). In addition, summative performance can be conducted to detect if the overall goals or objectives that were set before engaging in the teaching and learning process have been achieved. Thus, the formative assessment will help the students to display his/her comprehension level at each point of the teaching and learning process and

also push them to learn more while the summative assessment will inform the learner and facilitator about what have been achieved form the objectives.

(7) Providing Feedback: from most educational setups, it is common to observe students asking their teachers for their scores (marks) obtained in a given task or activity. Therefore, it is a good practice to provide feedback to students' responses. As cited in Ngussa (2014), it is stated that feedback provides information about existing understanding that learners use to enhance future understanding. Further, it is also postulated in Ngussa's work that feedback that follows performance closely in time affects behaviour far more than delayed feedbacks. This advocates that teachers need to give immediate feedback on what students have performed to help them construct their own understanding of concepts.

Moreover, since the responses given by the students varies, it becomes necessary for teachers to adopt the right feedback that will enhance learning. Feedbacks, for that matter can be corrective, confirmatory, remedial, informative among others. All these forms of feedback should be tailored in a way not to put the learner in a depressed or demoralized mood which may affect effective learning. Rather, feedbacks should be tailored in such a way that reinforces active participation of the learner. Therefore, quick and corrective feedback may go a long way to increase learners' interest in the teaching and learning experience. For learners to be motivated, facilitators need to put in effective and corrective feedbacks that will help learners rather than glaring comments that leads to lost of interest in learning.

(8) Assessing Performance: this can also be termed as summative assessment. This assessment is geared towards eliciting performance on what learners were able to internalized or sent to the long-term memory during the learning process. Thus, at this stage of the instructional process, no formal learning actually takes place but rather retrieval of information from long-term memory. According to Farrant (1999) "No period of practical teaching is complete without some form of evaluation." Thus, assessing students is an opportunity for them to demonstrate what has been learned during the teaching and learning process (Reiser et al., 2007). For most educationists, the common mode of assessing students includes examinations, term papers, projects, performances, teachers' evaluation among others. In terms of field trips, various assessment methods could be used to assess the students. That is, students could be asked to write a project on all educational benefits of the field trip. Better still, students could be asked to work in groups to put up a comprehensive write up on the field trip they have been on. When each individual is involve in this assessment, it may lead to retention of learnt experiences, skills and knowledge.

(9) Enhancing Retention and Transfer: the main purpose of any learning process is to ensure retention and use in the future. Retention can be enforced in many ways. For instance, with the use of mnemonics and paraphrases and/or development of concept maps, learning can be improved to give room for learner understanding and retention. Once the learner understands and internalized contents, it can easily be generalized and use in a similar scenario. According to Gagne et al. (2005), while retention deals with preventing forgetting and enhancing the learner's ability to

recall the knowledge or skills learnt at the appropriate time, transfer of learning sets some variety of new tasks for the learner, tasks that require the application of what has been learned in situations that differ substantially from those used for the learning itself. This means that, for the learner to transfer what he/she learnt, it will be based on what is learnt and the learners' own effort. A typical example of transferring knowledge can be seen in learning English and French alphabets or driving a manual shift car after acquiring driving skills with automatic transmission car. The manual shift gear makes use of the clutch which the user has to factor in.

Simply put, from the discussions in this paper, it could be said that Gagne's nine events of instruction can help facilitators/teachers to deliver effective instructional contents to learners. It is obvious that, these events prepare teachers to get ready and plan for the learning process once they have decided on the topic to teach. However, it may be difficult to rigidly follow these events since teachers have different styles of teaching. It may be possible that facilitators would try as much as possible to inculcate the principles into their teaching methodology to enhance students/learners' understanding

On another hand, there are philosophies underpinning how students learn best. There are different schools of thought that have defined what should constitute learning. According to the behaviourists, to qualify as learning, change in behaviour must be brought about by the interaction of a person with his or her environment (Lahey, 2004). Thus, learning can be defined as any relatively permanent change in behavior, knowledge, and thinking skills, which comes about through experiences (Lahey, 2004). This implies that, a student must display a change in

behaviour once learning has occurred. Behaviourists based learning on observable change in behaviour and if after embarking on a field trip and a student does not display any change in behaviour, it means nothing has been learnt from the trip.

From the point of view of the cognitivists, learning is something that takes place in the mind of the learner. The cognitive school views learning as an active process "involving the acquisition or reorganization of the cognitive structures through which humans process and store information" and the learner as an active participant in the process of knowledge acquisition and integration (Good & Brophy, 1990, 187; Simon, 2001, 210). Therefore, it could be said that learners need to make conscious effort to acquire knowledge using whichever means that is best for them. The cognitive theory describes knowledge acquisition as a mental activity involving internal coding and structuring by the learner (Derry, 1996; Spiro, Feltovich, Jacobson, & Coulson, 1992). It further suggests that learning happens best under conditions that are aligned with human cognitive architecture (Sobel, 2001). Coupled with the behavioural theory of learning, it is important to note that, there can be no learning if there is no cognitive process in the leaner. As students may behave differently while on an educational field trip, there is a reason to believe that there are cognitive processes that also help learners to acquire knowledge.

These notwithstanding, there is another philosophical school of thought that also delved into allowing students to form their own knowledge. The constructivists believe that there is need for learners to construct their own knowledge based on their experience. According to Suhendi and Purwarno (2018), constructivism views

the formation of knowledge as an active subject that creates cognitive structures in their interactions with the environment. Also, according to Amineh and Davatgari (2015), the process of adjustment occurs continuously through the process of reconstruction. From the viewpoint of constructivists, it can be seen that there is the need to engage in continuous thinking process in developing understanding based on the individual's (learner) interaction or experience. It could be said that, learning process is a variegated process that is mostly depend on the learner's style of learning.

In all, educational field trips present students with the opportunity to undergo all the three categories of philosophical schools of thought as well as help tutors to employ the nine events of instructional technology as designed by Robert Gagne. By so doing, tutors will be presented with the opportunity to gain students attention, present stimulus, provide feedback and other events of instruction during field trips. That is the whole process of field trips may enhance the instructional technologies or methodology of Social Studies tutors. Likewise, learners may also display certain behaviours, engage in some cognitive processes and also construct their own knowledge during field trips. It is on this bases that the study deem it fit to state that Gagne's events of instruction and the domains of bahaviourism, cognitivism and constructivism are the philosophical bases upon which this study was conducted.

Theoretical Review

Many educationists have propounded various theories that can be used to improve upon the understanding of students at various stages of their educational ladder. One of such theorists is Kolb who developed the experiential learning style theory (Kolb, 1984). Kolb's experiential learning style theory is typically represented by a four-stage learning cycle in which the learner 'touches all the bases': 1. Concrete experience in which a new experience of situation is encountered or a reinterpretation of existing experience. 2. Reflective observation of the new experience of particular importance are any inconsistencies between experience and understanding. 3. Abstract conceptualization through with reflection gives rise to a new idea, or a modification of an existing abstract concept). 4. Active experimentation in which the learners apply what has been learnt to the world around them to see its outcomes. This implies that effective learning is seen when a person progresses through a cycle of four stages: (1) having a concrete experience followed by (2) observation of and reflection on that experience which leads to (3) the formation of abstract concepts (analysis) and generalisations through (4) active experience. Similar situations can be achieved when learning Social Studies using concepts from Kolb's experiential learning style theory. Even though learners (or the respondents) of this study can comprehend abstract concepts, it is imperative to note that it is not all learners that process abstract lessons the same way. It may even be possible that some of the respondents of this study may not be able to comprehend abstract concepts. Inputs of the facilitators may help learners to better understand these concepts

If learning could be seen as a logical process, then Social Studies which involved the learning of different aspects of life could be tagged as an integrated course that can use Kolb's theory in its teaching methods. According to Kolb (1974), learning could be said to be an integrated process in which a learner learns from one supporting stage to another and that, all the stages are mutual and link to the next. According to Kolb, a learner can start learning from any given stage and proceeds to the rest of the stages in a logical sequence. However, every individual learner must ensure to acquire and master skills from all the four stages and put them into practice for effective learning. Simply put, effective learning can be said to be attained if the learner only master one of the four stages. In relation to Social Studies, effective learning can be attributed to understanding all the aspects of course after being taken through all the stages from classroom setting to out-of-classroom learning.

Each student may have his/her preferred learning style. As some students prefer learning in the classroom environment, some may also learn best when they have hands-on experience. In this regard, Kolb (1974) clarifies that it is natural to observe students using different learning styles as various factors may influence a person's preferred learning style. That is, some students in the Colleges of Education may learn best when they listen to the teacher during classroom learning while others may learn best when they see. In the same way, same may also learn best when they involve themselves in the learning process such as embarking on educational field trips.

Moreover, educationists thought it wise of learning theoretical lessons first before proceeding to practical lessons. Learning and doing practical at the same time is perceived to be difficult or impossible. From the viewpoint of Kolb (1974), learning style preference could be considered as a product of two pairs of variables. Kolb placed these variables as lines of axis with conflicting modes at each ends of the axis which represents two continuums; the east-west axis known as the processing continuum (which shows how people approach a given task), and the north-west axis known as the perception continuum (which represents how people respond emotionally about events or how they think or feel about it). From this statement, Kolb believed that these variables cannot be performed at the same time but at separate times. Similarly, Social Studies teachers need to teach about where they want to visit first in the classroom before going on field trips. This way, students will be conscious of things to look out for. This is because it will be difficult to keep both the theoretical and practical knowledge at the maximum cognitive comprehension.

In the light of Kolb's experiential learning style theory, stakeholders in education needs to put measures in place to ensure that all learning activities, including Social Studies, are strategized in a way that will offer each learner the chance to use strategies that best suit their learning styles by making use of field trips. In addition, college of education students that are going to be teaching future leaders needs to be guided to knowing the various learning styles and the ones that help them best to help the students to learn effectively so that they can in turn pass it onto their future students. Therefore, it will be ideal to develop learning materials

and provide resources that will enhance the acquisition of skills from every stage of the experiential learning cycle as well as taking students through the entire stages of the experiential learning sequence.

In regards, it is imperative that organisers of field trips understand experiential learning style theory as it helps learners to have authentic, first-hand and sensory-based learning. Also, integrating experiential activities in field trips for Social Studies courses in the Colleges of Education may help learners to explore via audio-visual faculties and also move, disassemble and reassemble objects. This supports the viewpoint that learning consists of grasping an experience and then transforming it into an application or result (Kolb, 1983). In the same way, it is possible to consider field trips as a way of grasping experience that can be put into practice by students when they are applying the experiences they gathered through the field trip to other similar situations.

Conceptual Framework

Mostly, educational courses may have some concepts forming the basis for developing that particular course. In the same way, Social Studies is not left out. Accordingly, Social Studies has been defined by a board of Social Studies educators (Board of Directors of National Council for Social Studies) in 1992 as follows:

> Social Studies is the integrated study of the social sciences and humanities to promote civic competence. Within the school program, Social Studies provides coordinated, systematic study drawing upon such disciplines as anthropology, archaeology, economics, geography, history, law,

> philosophy, political science, psychology, religion, and sociology, as well as appropriate content from the humanities, mathematics, and natural sciences. The primary purpose of Social Studies is to help young people develop the ability to make informed and reasoned decisions for the public good as citizens of a culturally diverse, democratic society in an interdependent world (National Council for Social Studies, 1992, p.3)

From this definition, it will be difficult to pinpoint Social Studies as belonging to the humanities or the sciences as it involves the teaching and learning of interdisciplinary subjects. That is, explaining a subject such as history or geography could be much easier. According to the National Council for Social Studies (1992), Social Studies may be more difficult to define since it is multidisciplinary in nature and due to this, it is taught from the early stages of education through high schools to the tertiary level. Social Studies may include lessons that could be taught in religious and moral education, or in integrated science, or history, or government (politics) among others. In teaching Social Studies, one needs to employ various techniques in order to meet the higher standards of lesson delivery. Some areas of Social Studies may need more practical approach (such as field trips) for easy understanding. In Ghana, Social Studies is taught in the primary schools and given the title of citizenship education while in the high schools, it is given the name Social Studies. Therefore, it will be necessary to employ different methods of teaching Social Studies including the use of field trips.

An educational field trip can be an integral part of the instructional program. Good field trips provide the participants with firsthand experience related to the topic or concept being discussed in the program. They provide unique opportunities for learning that are not available within the four walls of a classroom. In a related development, it can be said to be a visit to an area outside of the normal classroom where students can try new things, have different experiences, and learn valuable life lessons. A field trip can be to countless locations where students can see new sites and have hands-on opportunities in a wide variety of experiences. A field trip may be to a location walking distance from the school or may require a bus ride to a location. Regardless of this, the objective of a field trip is to learn, be exposed to different environment, and be able to try new things.

Therefore, field trips are described as one of the experiences students acquire outside the classroom that is designed to complement educational purposes (Tal & Morag, 2009). In short, after going through the theoretical aspect of the teaching and learning experiences, learners are taken out on a field trip to see and experience for themselves what the facilitator is talking about. In the same context, Tal and Steiner (2006) indicated that the role of teachers can be categorised into three namely;

1. Teachers are involved and participate in all the preparations and field trip activities. That is, from the planning stage to the organisation stage up to the actual field trip as well as after the field trips, teachers are actively involved in making sure all events are on course.

2. If the field trip is one that has occurred regularly over the years, school tradition may dictate that teachers follow an established routine, which may or may not be participatory. For instance, if the school is known to organise annual field trip to the same destination for students, preparation and planning may become monotonous which may not lead to maximum learning of the students. However, from experience, teachers can make this field trip very exciting every year.
3. Passive teachers do not participate with the students during the experience. For example, a teacher may rely completely on the school administration to set up a field trip, the teacher may not personally communicate with or visit the venue, or during the field trip, the teacher disassociates from the field trip activities. In the end, the field trip may not produce the intended objective for which it was scheduled. Many a time, these types of field trip may never take place as there may be no one to know the need of the learners and plan accordingly.

From these three points raised by Tal and Steiner (2010), it is possible to view field trips from different angles; some of which may be beneficial while others remain unbeneficial to both teachers and students; especially to students. A field trip, which may also be termed as an instructional trip, school excursion, or school journey, is defined by Krepel and Duvall (1981) to be a school or class trip with an educational intent, in which students interact with the settings, displays, and exhibits to gain an experiential connection to the ideas, concepts, and subject matter. In light of the reviews and the viewpoints of Tal and Steiner, the researcher

proposed the framework for embarking on a field trip. The framework takes into account all the procedures involved in embarking on a field trip. The concept talked about the relationship that exist between the various components of the framework namely the management of the institution, the teacher initiatives, the theoretical lessons or events, the field trip experience and the objectives of the field trip. In expending the framework, how each aspect of the framework relates to the concept of field trip was expanded. The management policies, the teacher initiatives and the relationship that exist between these two components were grouped into one main component that influences the whole field trip experience. The framework is presented in Figure 1 followed by its explanation.

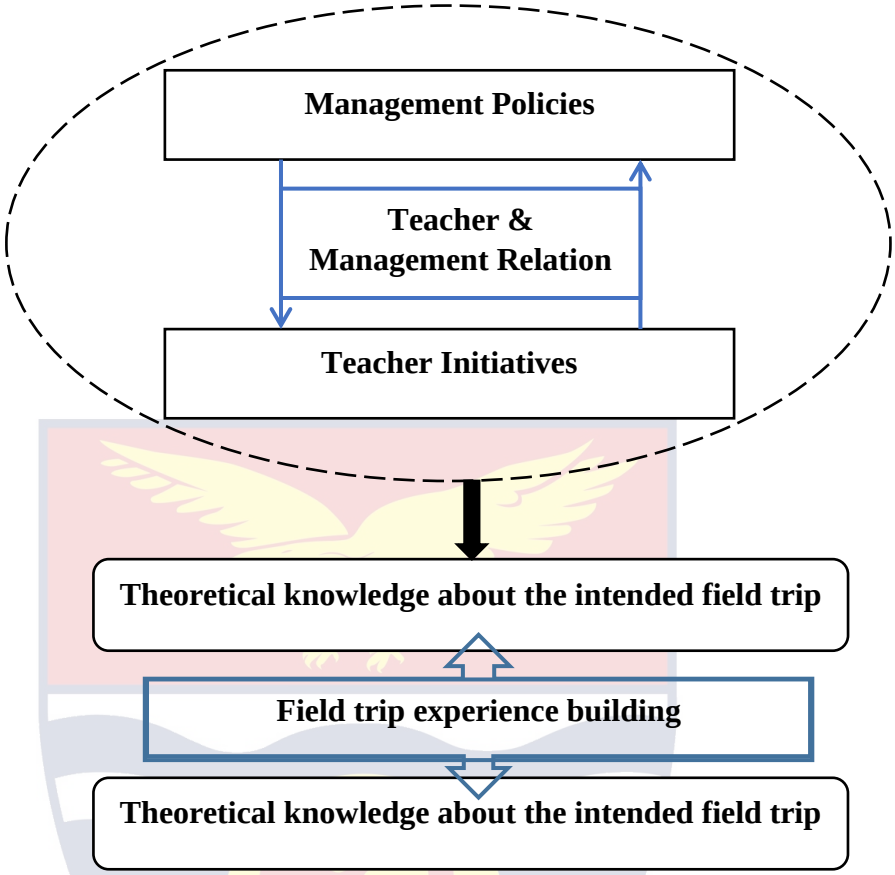

Figure 1: Active Field Trip Framework (2020)

Source: Researcher's own construct

From the researcher's perspective, and from observations from other studies, it is evident that, field trips need to be planned among the management bodies of educational institutions and the teachers involved. It is more likely that educational trips will be more successful if there is a cordial, professional relationships, and effective communication between heads of institutions and those who want to embark on field trips. In relation to Colleges of Education and Social Studies tutors, it is important that advance preparation be made between the parties involved for proper budget and preliminary works to be done to ensure practicality

of theories learnt. For instance, Beaudoin and Taylor (2004) posited that a positive relationship between head-teachers and teachers, and attending to their needs add value to teachers' job satisfaction. Meanwhile, according to Tschannen-Moran and Gareis (2015), teachers' job satisfaction has the potential of significantly augmenting students' achievement indirectly. That is, it suffices to note that a positive relationship between head-teachers/principals and teachers/tutors may greatly contribute to field trips organised by Social Studies tutors as well as other subject domains.

With the establishment of this relationship, teachers together with students can embark on field trips that will enable them to translate the theoretical lessons learnt in the classroom to reality. That is, students may be able to have real experience with whatever they may be imagining the real situation is. Students and or teachers (tutors) may be alternating between the theoretical knowledge and the new knowledge they are acquiring through experience. This supports the aims of field trips as suggested by Michie (1998) that field trips help to provide firsthand experience through which students' interest and motivation in social sciences are stimulated using relevant learning methods and interrelationships. Michie also noted that field trips strengthen observation and perception skills, and also promote personal (social) development.

Fortunately, field trips take students to locations that are unique and cannot be duplicated in the classroom. Each student observes natural settings and creates personally relevant meaning to the experience. Interactive exhibits help students play with concepts; activities often not possible in the classroom. Earlier course

content suddenly becomes relevant as students assimilate and accommodate new understanding and cognition (Lei, 2010a). The connection between the field trip venue and the classroom links the field trip's experiential learning with prior experiences and learning from the classroom (Lei, 2010b).

On the other hand, it is observed that there are minimal opportunities for students to personally interact and connect to the experience (Rennie, 2007). Thus, even though there is acquisition of experience, it is limited to some levels. Students may have to picture the rest for themselves and develop their own cognitive thought.

Simply put, the Active Field Trip Framework developed by the researcher argues that, for a successful field trip to take place, there need to be a cordial relationship between teachers (tutors) and the management body. Once this is achieved, teachers can then go ahead and plan all the procedures that will facilitate optimum teaching and learning. However, during the field trip, acquisition of new knowledge is facilitated by constant referral to theoretical knowledge and the real experience on the ground. It is in this regard that the Active Field Trip Framework is seen with a dotted oval shape around the relationship between head-teachers and teachers with an arrow showing a link to the actual field trip section; this is so because, failure to establish a good relationship will cause failure in the field trip.

Empirical Review

Integration of Field trips to Classroom Lessons

The integration of field trips into the Colleges of Education is something to be desired by tutors. Thus, if the integration of field trips is not incorporated into the teaching and learning of Social Studies in the Colleges of Education, it may be left to the teacher to devise means of achieving it. According to Orion (1993), there are three-part models that can integrate field trips into curriculum. The three parts of the models indicated by Orion include the preparatory unit which prepares students for the field trip with well stated learning outcomes usually incorporated in hands-on-tasks. It could be said that learners work with materials and equipment that will be used in the field to gain basic concepts and skills required.

The second part of the integral model according to Orion (1993) is that, field trips serve as a concrete bridge towards more abstract learning levels which makes field trips the central part of the teaching programme rather than using it as a summary of enrichment activity. This means that field trips have the potential of concretization learners' need to move on to higher levels of cognitive learning when they return from the field.

Further, the third part of Orion (1993) model suggested that there is the need to base on the summary of the complex and abstract concepts that have been made easier through field trips to new situations or levels. Per this model, one may say that, if field trips are well integrated with systematic plans into the school curriculum of Colleges of Education, it will help teachers prepare well to give concrete examples to students in order to boost the learning of complex and abstract

concepts. One may also question how students may learn from visiting familiar places.;

The integration of field trips into teaching and learning may be demanding as the relative novelty or familiarity of the field trip setting may affect learning. Students may feel reluctant to embark on field trips they have undertaken before getting admission to the Colleges of Education since it may be boring and resource demanding on their part. For instance, according to Falk and Balling (1980), settings that are too novel, cause fear and nervousness; in the same way, settings that are too familiar, cause boredom, fatigue, and diversionary activities. That is, for proper integration and to make field trips interesting to students, it is best to familiarize the setting to students by showing slides and/or videos of the field trip sites and locating the field trip area and route on a map. Educators can also provide students with an itinerary of activities and details with regard to the type of work they are expected to do at each learning station, possible weather conditions, safety hazards and precautions, location of restrooms among others.

Students' Perceptions about Suitable Locations for Field Trips

Logically, the location of the field trip should match the lesson the Social Studies teacher intends to teach or has taught already. By so doing, students can relate their experience from the field trips to the lesson in question. Accordingly, documentation has been done by scholars to put up cognitive and affective benefits of field trips, in addition to motivation for learning (Kern & Carpenter, 1984). In this regard, Bitgood (1989) and Mackenzie and White (1981) showed that there exist more positive attitudes to science and environmental concepts as well as the

acquisition of knowledge and skills. This indicates that the perspective of students might be subject bias. That is, some field trips may end-up gaining more cognitive outcomes than others.

This situation may continue to happen if the location selected for the field trips do not match the intended outcome. Students might end-up gaining different experiences and skills if careful selection of the field trip location is not done; resulting in the field trips being isolated from the school's curriculum. Ferry (1995) indicated from research that the rate of transfer is less in terms of learning when it is not related to the classroom lessons. Therefore, field trips should be integrated into the broader teaching schedule and implemented until it becomes effective and efficient procedure to fulfill learning objectives. When working within the formal education setting, field trips are relevant to schools' curriculum and they support state education policies and reforms.

Consequently, careful consideration needs to be made if learning activities are to be maximized. However, the amount of knowledge acquire could be questionable considering the duration of field trips which are normally limited to one day. In this same line of thought, Storksdieck, Robbins and Kreisman (2007) argued that considering cognitive learning outcomes are valued by many teachers, parents and management bodies, it is imperative to consider field trip designs that will take into account the best and unique learning avenues presented by the field trip destinations. Field trips could be said to be contributing to the cognitive development of students.

Further, field trips be attributed to the affective development of students based on the destination or location selected. Visit to more art destination could help the students to learn more in relation to how they feel about a given situation or event. Many researches have suggested that, even though cognitive gains are important in field trips, there is the need to promote social and affective gains also by engaging in field trips to museums and places of art. Few among these researchers are Wellington (1990), Csikszentmihalyi and Hermanson (1995), Meredith, Fortner and Mullins (1997), Rix and McSorley (1999) among others. However, in Ghana, it appears much work has not been done in the use of field trips to measure the cognitive and affective domains of learning among students which this study seeks to address.

In addition, the rate at which students embark on field trips may also determine their choice of program or course of study. Some students may be of the view that they will embark on more field trips if they enroll in science related programmes as compared to social sciences or humanities; an example of which is Social Studies. According to Salmi (2003), a survey of university students in a study as to the reason why they decided to study their programme of study showed that visits to science centers were the main catalysts in their decision to choose science careers. This indicates that the location of the field trips also counts from the students' perspectives. This is indicated by Falk and Dierking (1997), and Gilbert and Priest (1997) in their studies that, although students are more likely to recollect social issues and personally relevant parts of field trips, they turn to dislike field trips that are more complex and procedural that leave little room for personal

agenda. That is, students' views about field trips may be both educational and personal. Therefore, the location of the field trips needs to be taken into consideration during the planning stage if all these demands of field trips are to be met.

The Use of Field trips in Teaching and Learning of Social Studies

Normally, the extent to which people make use of objects or events may depend on the benefits, ease of use, or their perception about its use. Likewise, the rate at which tutors may use field trips depends on the effort and enthusiasm they have in it. Some teachers may prepare to take students out for out-of-classroom learning without laying the foundation for the students. For instance, according to a study conducted by Orion and Hofstein (1994) on field trips organised for 296 students from grades 9 to 11 revealed that all the participants in the field trip were not adequately prepared for concrete experience. If the students were adequately prepared, they could have enjoyed the field trip more and have practical feel of the subject matter of field trip as most of them indicated that they have learnt about the subject some months ago.

Depending on the intensity of use of field trips, tutors may have confidence in the subsequent ones. The confidence in subsequent educational field trips may cause tutors to look down upon the efforts they put in organising previous field trips. Orion and Hofstein (1994) indicated that teachers were satisfied with the comportment of students on the recent field trip comparing to the previous ones organised in conjunction with other classes. This fact shows that field trips are becoming an integral part of teaching and learning for some teachers. Social Studies

teachers who teach almost all courses in their lessons could be considered as one of the group of teachers who organise field trips for students.

Also, students are normally seen in formal educational sector seating in classrooms to listen to their teachers, tutors or lecturers. Social Studies students also fall in this category as more often than not, they are seated in the classroom listening to history, geography, economics lessons among others. According to Coombs, Shelton, Rowlands and Stamatakis (2013) students spend about 7-8 hours daily being inactive. Mantjes et al. (2012) noted that most of these times is spent listening to teachers' teaching. Again, research revealed the inability of children to engage in 60 minutes of the recommended moderate to vigorous exercise. Therefore, one may posit that there is limited out-of-classroom learning which suggested that field trips are limited to few hours to teaching and learning (World Health Organisation, 2010). This presupposes that, field trips are frequently used to complement what is being taught in the classroom.

Challenges Faced during Field trips in Social Studies Education

Challenges may occur in every aspect of learning. The essential thing to do is to try and avoid situations that led to the occurrence of the problem. Likewise, it will not be surprising that teachers will face challenges when they want to enforce learning using field trips. Even though, findings from Braund and Reiss (2004) and Carroll (2007) revealed that explicit practices needs to be followed to maximize the effectiveness of field trips as learning experiences, Sorensen (2003) and Anderson, Kisiel and Storksdieck (2006) noted that these recommendations are usually not adhered to by teachers. Kisiel (2006) supported that, this practice is normal to some

teachers who organise field trips even though they consider their trips as educational opportunities. This attitude of teachers is proven to be one of the challenges that is affecting educational field trips. In such a situation, Social Studies teachers at the Colleges of Education need to take a clue from this and adopt more holistic approach.

In addition, the perspective of teachers on the duration of educational field trips could also pose a challenge to achieving maximum learning outcome. Field trips are often limited to a day affair which may not yield optimum level of learning as envisaged by teachers and management bodies. According to Sorensen (2003), most of the teachers, including Social Studies teachers, continue to perceive field trips as a day out event. Learning for a day, if not repeated could be lost, making day field trips less profitable.

Further, the attention of the planners of field trips may be shifted towards the safety and security of the students than the actual intension of the field trip. That is, teachers may be more concern about managing the behaviour of students at the expense of the teaching and learning that is supposed to occur during field trips. Similarly, research shows that circumstances caused teachers focus of prompting students to relate with the exhibits and objects instead of concentrating on the various tasks ahead and the behaviour management of students (Griffin & Symington, 1997; Cox-Petersen & Pfaffinger, 1998). Imperatively, teachers' perspectives have a great role to play when it comes to enhancing the impact of academic achievement on students.

In relation to teaching methods, teachers may be faced with the task of selecting the best methods that suits a particular lesson. According to the teaching syllabus for Social Studies for Colleges of Education (2004) as cited in Bariham (2015), the subject is an integrated discipline which borrows ideas, concepts, facts and generalisations from the social sciences and humanities to explain social issues and to address societal problems. The course examines the concept Social Studies and its components with basic mapping skills. Though there are other areas like economic roles, and financial institutions; just like the core sciences which relate their practical to the laboratories, for students to have a feel of the testing and demonstrations; Social Studies also markedly relate to the field trips for students hands on activities and hence deeper understanding of the programmes (Anderson & Lucas, 1997). This brings us to the issue of having numerous teaching strategies or methods, such as lectures, field trips, role plays, dramatisation, think-pair and share, discussion, brainstorming, debates, inquiry among others. Several factors affect the kind of technique that a teacher selects to teach a particular topic at any point in time. According to Ghana Education Service syllabus (2010), Teaching Strategy refers to the approach, method or a combination of designed classroom situations which teachers follow vigorously, meticulously and aggressively to teach a topic or a subject, concept or an idea. However, challenges faced during educational field trips may not be teacher related only; other hindrances may also come from either the students or the management body of the school

On the other hand, it could be possible that management decisions and the priorities of the management body of the Colleges of Education affect effective

educational field trips. That is, if the management of the Colleges of Education do not make provisions for educational field trips submitted by teachers, it will be difficult for any teacher to embark on educational field trips. According to Anderson et al. (2006), institutional barriers sometimes prevent teachers from maximizing the learning opportunities that out-of-classroom learning experiences presents. Therefore, if budgets for field trips are not factored in the budget by management, it will be difficult for Social Studies teachers as well as other course teachers to embark on field trips as there will be no fund to support them.

Chapter Summary

In short, this chapter reviewed information related to field trips and how often tutors use it to complement teaching and learning. The chapter showed that the rate at which teachers engage in field trips is not encouraging as some take due diligent during the first encounters and assumes the subsequent ones will produce positive outcomes. Also, the chapter reviewed theories and propose the conceptual framework which suggests that, for effective field trips to occur, headteachers and teachers need to develop conditions that facilitate easy access to resources. In addition, the researcher indicated that, for field trips to produce maximum output, there is the need to engage in active alternating of ideas between the theories learnt in classroom and the firsthand experience during the field trip hence the name of the framework; Active Field Trip Framework.

CHAPTER THREE

RESEARCH METHODS

Overview

This section focused on the techniques employed to achieve the purpose of the study which is to find out the utilization of field trips in the teaching of Social Studies in Colleges of Education in the Volta Region, Ghana. Therefore, this section highlights on the research design employed, the study area, population, sample and sampling procedure, data collection instruments and procession. Furthermore, this section also include the data processing and analysis as well as a chapter summary.

Research Design

The study adopted the descriptive survey approach. Descriptive research design involves systematic gathering of data about individuals and collective activities in order to answer research questions in the study (Ary, Jacobs, Razavieh & Sorensen, 2006). As a methodology, it involves philosophical assumptions that guide the direction of the collection and analysis of data (Creswell, 2006). As a method, it focuses on collecting, analysing, and presenting quantitative data in studies. Among the different methods of data gathering for research purposes, the descriptive research design is preferred by many researchers due to its various advantages, strengths and benefits. Ary et al. (2006) posited that this type of design is appropriate, for it allows the researcher to collect data to assess practices for improvement of the issue under study.

In this study, descriptive survey was used in an attempt to describe some aspects of a population or an existing phenomenon by selecting unbiased sample of individuals to complete questionnaire and take part in the interview. According to Boyle, Schmierbach, Armstrong, McLeod, Shah and Pan (2004), surveys are good for asking people about their opinions and ideas though they are less reliable for finding out how people actually behave. A descriptive survey also offered the researcher accurate description of what the Social Studies tutors and students, the target population for this study, think about field trips and also describes their utilization in the teaching and learning of Social Studies.

Population

The population of every study is a stepping stone to achieving the purpose of the study. According to Castillo (2009), a population is a large collection of individuals that develop the key focus of a scientific enquiry. Also, Amedahe (2002) maintains that population is the aggregation of cases that meet a designated set of criteria. In the case of the descriptive study such as this, it is prudent for the researcher to make careful consideration in selecting the population for the study. In light of this, the researcher considered all Social Studies tutors of Social Studies departments in the Colleges of Education across the Volta Region to be one section of the respondents. In addition, the researcher considered all students studying Social Studies in the Colleges of Education in the Volta Region as another cross section of the population. From this population, the researcher selected the sample for the study. This population was used because they fit into the target area and provided information that helped to provide answers to the research questions

guiding the study. The Colleges of Education were the respondents were chosen from are: St. Francis College of Education, St. Teresa's college of Education, Peki College of Education, Amedzofe college of Education, Jasikan College of Education, Dambai College of Education, and Akatsi College of Education.

Sampling Procedure

For this study, the researcher employed different selection methods in selecting the various groups of respondents; that is, the researcher employed the multistage sampling technique. The researcher selected tutors, using the purposive sampling technique to select five Social Studies tutors out of the total number present in each College of Education giving a total of 35 tutors. This number of tutors was obtained using purposive sampling method. This sampling method was chosen because it gives the researchers the opportunity to select respondents that will provide the required data. According to Robson (2002), purposive sampling is used to select cases that are expected to give the required data. Also, this study could not collect data from all Social Studies tutors from the Colleges of Education as some were not available during the period of data collection. This situation is what resulted in obtaining coincidental five tutors from each institution. Even though some of the education colleges has five, six and seven tutors of Social Studies, only five from each school took part in the study.

Moreover, considering the number of students who study Social Studies at the Colleges of Education, the researcher used the simple random sampling method to select 316 student respondents at a response rate of 90% as the researcher initially selected 350 students. To select 50 students from each of the Colleges of Education,

a list of all students studying Social Studies was obtained and inputted into the Microsoft Office Excel 2016 in order to use the random selection function (e.g. *=INDEX($A$2:$A$209,RANDBETWEEN(1,208))*) to select the respondents. This method is seen to be appropriate as it helped the researcher to select only a portion of students that were deemed to be representative for the study. According to Amedahe and Gyimah-Asamoa (2015), a simple random sampling is appropriate when a population of study is similar in characteristics of interest. That is, the simple random sampling technique accorded each student the same chance of being selected for the study. In light of this, this study employed a conjunction of the purposive and the simple random techniques in selecting the respondents of the study.

In most studies, it is essential to select a number of respondents that will give the researcher the information needed and at the same time be representative of the entire population of the study. Based on this, 50 Social Studies students were selected from each College of Education. This number of students was considered to be representative since according to Amedahe (2002) the total sample size for a research which entails a very large population should be between 1% and 5% of the total population. Therefore, in all, the researcher selected 35 teachers, and 316 students; all of who took part in the teaching and learning of Social Studies from the seven Colleges of Education in the Volta Region.

Data Collection Instruments

The instruments used for the research was structured questionnaires. Two sets of structured questionnaires were used to obtain information from Social Studies tutors and students. The reason for choosing two sets of questionnaires as the instruments for data collection was that, it provided quick way of collecting quality data. According to Sarantakos (2005), questionnaire is known to be quite valid and reliable if well structured. Therefore, the researcher constructed the questionnaires and categorised it them into five sections; section A delved into the background characteristic of the respondents (These are age, gender, number of years of teaching) while sections B, C, D and E took care of the research questions that guided the study. Items in section B were designed to answer research question 1 while items in section C were designed to solicit information to answer research question 2. In the same way, items in section D and E were also designed to solicit information for answering research questions 3 and 4 respectively.

Further, the questionnaire made use of a 4-point Likert scale (1 = strongly disagree, 2 = disagree, 3 = agree, and 4 = strongly agree) for most of its items. Most of the items in the questionnaires were close-ended with few open-ended ones to provide room for respondents' views. Closed-ended items were used more because they are easy to administer, easily coded and analysed, and also allow comparisons and quantification, and they are more likely to produce fully completed questionnaires while avoiding irrelevant responses (Sarantakos, 2005).

According to Burns and Grove (2001), questionnaires may present some weakness in terms of validity and reliability. For this reason, the researcher

conducted a pre-test to test the reliability of the instruments. Therefore, a pre-test was conducted in St. Mary's College of Education in the Eastern Region of Ghana to ascertain the reliability of the instrument. This college was selected because it gives the researcher easy access to the students and the students in this school possess similar characteristics as those in the study population. From the pre-test conducted showed that a Cronbach's alpha value of 0.71 was obtained which indicated that the instrument is reliable. However, to reduce the flaws of validity and ambiguous statements, the items on the questionnaire were developed using simple sentences. The instruments were also given to three reviewers specialized in the area of Social Study for their comments. In addition, the supervisors of this study also helped in shaping the items on the questionnaires. This was done to ensure content validity.

Data Collection Procedure

Two sets of research questionnaires were used as the instruments for data collection for the study. Before going out for data collection, permission was sought from the Department of Basic Education of the University of Cape Coast for an introductory letter. In addition, ethical clearance was obtained from the University of Cape Coast Institutional Review Board to conduct the study. These two letters were used to seek permission at the various Colleges of Education visited. Also, these letters were attached to all the questionnaires to enable the respondents know that the data being collected will be used for academic purpose only. Also, all the respondents of the study were informed that their participation in the study was voluntary. However, they were assured that the information they will provide will

not be linked to them, it will be confidential, and will only be used for the purpose of the study for which it is being collected.

After going through all the protocols set by the colleges used, the researcher with the help of some tutors distributed the questionnaires to the selected Social Studies tutors followed by the students. The students were given ample time to complete the questionnaires. The questionnaires were retrieved from the students the same day. Also, the tutor respondents also completed the questionnaires and returned it on the same day.

Data Processing and Analysis

The data gathered was analysed using quantitative data analysis techniques. The data collected from the tutors and students using the questionnaires was coded and subjected to some quantitative data analysis to provide accurate findings and conclusions which enabled generalisation across the population possible. That is, for research questions 1, 2, 3 and 4 the analytical tools used were frequency counts and percentages. This analysis was facilitated using the IBM SPSS Statistical software; version 21.

Ethical Considerations

Ethical clearance was obtained from the University of Cape Coast Institutional Review Board to ensure that ethical issues that have to do with the safety of participants were adhered to. Confidentiality of information provided by participants was assured and informed consent of respondents was obtained. Participation was strictly voluntary and the identity of the participants were protected as participants were not required to write their names on the

questionnaires. After the data collection, the researcher gave each tutor GH ₵ 20.00 airtime and each student that filled the questionnaire was offered a pen as a token for their time and participation in the study. The time where the package for tutor participants was given to them was after they have completed the questionnaire given to them. This was done to demonstrate some level of honesty in the responses provided by the participants since presenting the package or token to the participants before distributing the questionnaire might influence their responses. It could influence them (participants) in providing answers that they think may please the researcher but not the actual reflection of events.

Chapter Summary

This chapter provided an outlined of the procedures and techniques used by the researcher in conducting the study. The study adopted the descriptive survey approach. This technique helped to acquire quantitative data from the respondents of the study. The descriptive survey allows for descriptions to be done about the respondents under study. The population for the study included all tutors and students at the Colleges of Education in the Volta Region of Ghana. However, it excluded all those tutors and students who do not offer Social Studies as a course. Out of this population, 35 tutors were selected to respond to the questionnaires from the seven Colleges of Education while 316 students were also selected out of the intended 350 which gave a response rate of 90%. Two research questionnaires were developed and used to collect data for the study. The data collected was analysed using frequency counts and percentage tools which were facilitated by the IBM

SPSS Statistical software; version 21. It should be noted that, this chapter also took care of the ethical issues regarding the study.

CHAPTER FOUR

RESULTS AND DISCUSSION

Overview

The main aim of this chapter was to present the results obtained from the analysis of the various components that helped achieve the objectives of the study which was to examine how field trips could be utilized in the teaching of Social Studies across Colleges of Education in the Volta Region of Ghana. This section of the study presented information on the biographic data of respondents as well as the results of the data analysis relating to each research question.

Background Characteristics of Respondents

The background characteristics of the respondents were included in the study to make sure the researcher meets the characteristics of the intended respondents and as basis to enhance the quality of the study. It also helped to identify the experience levels of the respondents and the gender disparity that may exist in the teaching of Social Studies at the Colleges of Education in the Volta Region of Ghana. The background characteristics of the respondents were obtained from section A portion of the questionnaires used. The background information was obtained on the age, gender, and form (class). The frequency counts and percentages were used to present the information obtained in Table 1.

Table 1: Background Characteristics of Social Studies Tutors

	Tutors (N=35)	
Item	**Frequency**	**Percentage**
Age		
30-39 years	13	37.1
40-49 years	13	37.1
50-59 years	8	22.9
60 years and above	1	2.9
Gender		
Male	18	51.4
Female	17	48.6
Subject of specialization		
Social Studies	35	100.0
Educational qualification		
Masters	31	88.6
PhD	4	11.4
Number of years of teaching		
Below 5 years	1	2.9
5-9 years	6	17.1
10-14 years	12	34.3
15-19 years	10	28.6
20 years and above	6	17.1

Source: Field survey, Addo (2019)

The information presented in Table 1 showed that 13 (37.1%) of the tutors who took part in the study were between the ages of 30 to 39 years. Similarly, the same number of tutors (13, 37.1%) fall within the age ranges of 40 to 49 years. From this information, one could say that about 75% of Social Studies tutors in the Volta Region fall under 50 years of age. This implies that for the next ten years, it is highly possible to get teachers to handle Social Studies at the college level in the

Volta Region. Within this period of ten years, these tutors might have imparted their knowledge, experience and skills into all Social Studies Students who in turn may impart the acquired skills and knowledge to pupils in the junior high schools across the length and breadth of the Volta Region as well as other regions. In addition, within these years, the probability of employing new Social Studies tutors may be possible.

Also, Table 1 revealed that 8 (22.9%) of the tutors who handled Social Studies were within the age range of 50 to 59 years of age. This group of respondents is gradually approaching retirement as they have less than 10 years of active service to render.

On the part of gender distribution, Social Studies tutors in the Volta Region appear to be distributed evenly as 18 (51.4%) of them represent male tutors as compared to 17 (48.6%) females. From this information, gender distribution of Social Studies tutors at the Colleges of Education in the Volta Region could be said to be evenly distributed. According to information presented in Table 1, all the respondents have specialised in Social Studies which made them the perfect people to handle the course at the college level as, at least their lower educational qualification is masters (31, 88.6%). In addition, 4 (11.4%) of the tutor respondents have attained their third degrees (doctor of philosophy, PhD).

Majority of the respondents (12, 34.3%) had working experience of 10 to 14 years of teaching Social Studies followed by 10 (28.6%) of the respondents who had 15 to 19 years of teaching experience. Also, 6 (17.1%) of the tutors had a working experience of 20 years and above while another 6 (17.1%) of the tutor

respondents had working experience of 5 to 9 years. Anecdotally, it is possible to say that teaching experience help tutors to impart Social Studies values into the students in the Colleges of Education. Table 2 presents information on the background information of students.

Table 2: Background Characteristics of Social Studies Students

Item	Frequency	Percentage
Age		
Below 20 years	35	11.1
20-24 years	215	68.0
25-29 years	66	20.9
Gender		
Male	103	32.6
Female	213	67.4
Subject of specialization		
Social Studies	316	100.0
Level		
200	316	100.0

Source: Field survey, Addo (2019)

In the same way as the tutors and heads of department at the Colleges of Education in the Volta Region, the student respondents chosen for the study have Social Studies as their major area of specialisation. This is revealed in Table 2 which also showed that all the respondents 316 (100%) that took part in the study are in level 200 (second year students). Knowing that the student respondents have Social Studies as their major subject or area of specialisation gives the researcher

confidence that their information can be used to confirm the information presented by the tutors.

On the other hand, it appears that more of the female respondents 213 (67.4%) study Social Studies as compared to their male counterpart 103 (32.6%). The trend of male dominance in most aspects of academic affairs is gradually changing. It seems more female are now taking over academic dominance in some colleges. This could be attributed to the fact that there are more women, now have the opportunity to go to school to achieve the goal they set for themselves. More so, Table 2 showed that majority of the student respondents 215 (68.0%) are within the age range of 20 to 24 years. This age range may be considered ideal for students in tertiary institutions. However, 66 (20.9%) of the respondents fall within the age range of 25 to 29 years while 35 (11.1%) of them fall below 20 years of age. Considering the age categories of the students, it is convincing to state that the information they provide is substantial to be used as a check on the information obtained from the tutors.

Integration of Field Trips to Classroom Lessons

Research Question 1: How do tutors integrate the use of field trips to classroom lessons?

This section of the study sought to find out the strategies used by college of education Social Studies tutors in integrating field trips into the teaching and learning process. To answer this question, the researcher used all the two instruments; tutors' questionnaire and students' questionnaire. The information collected from the tutors is presented in Table 3.

Table 3: Methods of Integrating Field Trips in Learning by Tutors

Responses by Percentages

Items	SD(%)	D(%)	A(%)	SA(%)
I embark on field trips with my students	2(5.7)	1(2.9)	20(57.1)	12(34.3)
I use virtual reality animations with the help of projectors and laptops	0(0.0)	9(25.7)	16(45.7)	10(28.6)
I use models in place of the actual field trips	0(0.0)	4(11.4)	18(51.4)	13(37.1)
I ask students to identify what is learnt in class in the community when they go home	0(0.0)	3(8.6)	22(62.9)	10(28.6)
Pictures from textbooks can be used when embarking on field trips is not possible	4(11.4)	4(11.4)	13(37.1)	14(40.0)

Source: Field survey, Addo (2019)

From Table 3, it can be observed that most of the tutor respondents agreed to using different methods or techniques in integrating field trips into the teaching of Social Studies at the Colleges of Education in the Volta Region. Again, only 2 (5.7%) and 1 (2.9%) of the tutor respondents indicated that they strongly disagree and disagree to embarking on field trips with their students respectively. On the other hand, 20 (57.1%) and 12 (34.3%) indicated that they agreed and strongly agreed with embarking on field trips. Likewise, none of the tutors strongly

disagreed to using virtual reality animations with the help of projectors and laptops in teaching Social Studies. However, few of the tutors 9 (25.7%) disagreed to using virtual reality animations. Again, 74.3 % of the respondents showed that they make use of virtual reality animations with the help of projectors and laptops to explain Social Studies concepts to students. That is, 16 (45.7%) agreed and 10 (28.6%) strongly agreed to using virtual reality animations.

There are other techniques that help tutors in the integration of new technologies in teaching and learning Social Studies. From this study, it was realised that only 4 (11.4) of the tutor respondents disagreed that they use models in place of the actual field trips. The rest of the respondents which comprised 18(51.4%) agreed and 13 (37.1%) strongly agreed, revealed that tutors use models for to teach Social Studies in place of the actual field trips. Another finding showed that only 3 (8.6%) of the tutor respondents disagreed that they asked students to identify what they have learnt in class in the community when they go home. The rest 32 (91.4%) of the tutor respondents, comprising of 22 (62.9%) agreed and 10 (28.6%) strongly agreed, ask students to identify what they have learnt in class in their communities when they go home. Finally, majority of the tutor respondents indicated that they make use of pictures from textbooks when embarking on field trips is not possible. This was indicated by 13 (37.1%) of the respondents who agreed and 14 (40.0%) strongly agreed. It is also imperative to check if students experience the practices indicated by the tutor respondents. Table 4 revealed how students benefit from the various methods used by tutors.

Table 4: Students' Views on Methods of Integrating Field Trips in Learning

Items	SD(%)	D(%)	A(%)	SA(%)
I enjoy embarking on field trips	13(4.1)	15(4.7)	77(24.4)	211(66.8)
I enjoy virtual reality animations when tutors project them to explain concepts in Social Studies	23(7.3)	17(5.4)	139(44.0)	137(43.4)
I like it when tutors use models in place of the field trips	76(24.1)	154(48.7)	72(22.8)	14(4.4)
I am able to identify what is learnt in class in the community when I go home	19(6.0)	14(4.4)	103(32.6)	180(57.0)
Pictures from textbooks can be used when embarking on field trips is not possible	80(25.3)	100(31.6)	101(32.0)	35(11.1)

Source: Field survey, Addo (2019)

Just as indicated by tutors, the student respondents confirmed that tutors make use of field trips in teaching Social Studies. For instance, majority of the student respondents agreed 77 (24.4%) and strongly agreed 211 (66.8%) that they enjoy embarking on field trips. Likewise, 139 (44.0) of the student respondents agreed and 137 (43.4%) strongly disagreed that they enjoy virtual reality animations when tutors project them to explain concepts in Social Studies. Thus, about 87.4% of the student respondents indicated that tutors make use of virtual

reality animations and they enjoy it. Therefore, majority of them (students) strongly disagreed (76, 24.1%) and disagreed (154, 48.7%) that they like it when tutors use models in place of field trips.

Once more, the student respondents confirmed that they are able to identify what they learnt in classroom in their communities. According to information from Table 4, 103 (32.6%) of the student respondents agreed to this item while 180 (57.0) strongly agreed to the same item. In addition, more than half of the student respondents disagreed that pictures in textbooks could be used when embarking on field trips is not possible

Indications from Table 3 and Table 4, no one can doubt the fact that tutors make use of field trips in teaching Social Studies at the various Colleges of Education in the Volta Region. Both the tutors (about 91.4%) and students (91.2%) clearly indicated that the use of field trips is ongoing in the college. It may be imperative to refer to the use of field trips in teaching and learning as one of, the vital components that may help tutors to explain Social Studies concepts to students. That is, students may learn better if they come into contact with the abstract theories that have been learnt in class. Accordingly, Dewey (1983) posited that student learning occurs as a result of direct, sensory interaction with real objects, people and the environments. Concurrently, according to Piaget (1937) experience, teaching and learning is an active process in which the learners get involved in, thereby applying the previous knowledge, connect it with the new knowledge based on the experiences they are engaged in. Therefore, taking students

to experience what has been learnt in class has the potential of increasing the knowledge base and understanding of the students and/or tutors.

Additionally, when field trips become impossible due to the resources available to the institution, or due to the fact that there are no concrete sites for showing abstract or complex theories to learners, other means may be developed and used. For instance, taking students to experience a torrential or cyclonic rainfall may be impossible, but with the help of virtual reality animations or models, these concepts may be comprehended by the students. From this study, about 74.3% (that is 45.7% agreed and 28.6% strongly agreed) of the tutors indicated that they use virtual reality animations while about 88.5% (that is 51.4% agreed and 37.1% strongly agreed) indicated that they make use of models in teaching Social Studies to students. Likewise, 87.4% of the students showed that they enjoy lessons when tutors use virtual reality animations to explain concepts in Social Studies. On the contrary, 72.8% of them do not enjoy it when tutors continuously replace field trips with the use of models.

On a whole, there is no doubt that the use of animations and models are strategic resources that help to enhance the understanding of students. According to Orion (1993) model, there is the need to base on the summary of the complex and abstract concepts that have been made easier through field trips to new situations or levels. If models are developed, it may prevent some of the students who have fear for embarking on field trips as according to Falk and Balling (1980), settings that are too novel cause fear and nervousness. In this regard, experiencing

the concepts via virtual reality animations could help reduce the fear and at the same time increase the comprehension levels of students.

Concurrently, both tutors and the students agreed that another way of integrating field trips into learning is to practice from the environment where the students live. For this reason, 91.5% of the tutors said that they ask the students to identify what has been learnt in class in the community where they find themselves. Likewise, 89.6% of the students confirmed that they were able to identify the features they were asked to identify in the community even though 56.9% of them were not in agreement with the use of pictures in place of embarking on field trips. The practice of identifying features in the environment and the use of pictures may be referred to as an alternate way of integrating field trips into the teaching and learning process. According to Tal and Steiner (2010), it is possible to view field trips from different angles; some of which may be beneficial as others remain unbeneficial to both teachers and students. Identifying features from one's environment may be one of the best ways of embarking on personal field trips.

Students' Perceptions about the Suitability of Field Trip Locations

Research Question 2: What are students' perceptions about locations for field trips in learning Social Studies?

This research question sought to gather relevant information on how students perceive field trip locations in relation to what is taught in the classroom. Information was obtained from the students and tutors alike in answering this research question. Table 5 presents the students viewpoint of the suitability of field trips' locations.

Table 5: Students' Perception on Suitability of Field Trip Locations

Items	SD(%)	D(%)	A(%)	SA(%)
I think all field trips should be more interesting and fun than learning	99(31.3)	134(42.4)	53(16.8)	30(9.5)
I think field trips are meant for relaxation from learning	119(37.7)	135(42.7)	32(10.1)	30(9.5)
I perceive field trips as a means of learning something new	17(5.4)	5(1.6)	92(29.1)	202(63.9)
I am of the view that field trips can help us understand difficult and abstract concepts	0(0.0)	0(0.0)	52(16.5)	264(83.5)
I see field trips as a waste of time	224(70.9)	67(21.2)	20(6.3)	5(1.6)
I go on field trips to enhance my understanding of Social Studies lessons	10(3.2)	17(5.4)	89(28.2)	200(63.3)

Source: Field survey, Addo (2019)

Students that have lukewarm attitude towards learning may display some negative traits towards field trips. Table 5 exposed that majority of the students perceived that field trips should be more educational than fun. Thus, 99 (31.3%) of the respondents strongly disagreed and 134 (42.4%) disagreed with the statement which states that students think of field trips as an interesting and fun activity than learning. Similarly, 119 (37.7%) of the student respondents indicated that they strongly disagreed and 135 (42.7%) disagreed to thinking of the field trips as a

means of relaxation from learning. This means that most of the students perceive as a means of learning something new as 92 (29.1%) and 202 (63.9%) of them agreed and strongly agreed that field trips are avenues of learning something new respectively. In the same way, all (100%) of them revealed that field trips can help them understand difficult and abstract concepts. However, majority of the students, with 224 (70.9%) strongly disagreed and 67 (6.3) disagreed, were not in agreement with the perception of seeing field trips as time wasting. In addition, the student respondents reechoed that they go on field trips to enhance their understanding of Social Studies lessons. To this item, 89 (28.2%) agreed and 200 (63.3%) strongly agreed. Tutors also presented how students perceive field trips and this is represented in Table 6.

Table 6: Tutors' Report on How Students Perceive Suitability of Field Trip Location

Items	SD(%)	D(%)	A(%)	SA(%)
Students think all field trips should be more interesting and fun than learning	2(5.7)	10(28.6)	17(48.6)	6(17.1)
Students think field trips are meant for relaxation from learning	5(14.3)	12(34.3)	13(37.1)	5(14.3)
Students perceive field trips as a means of learning something new	0(0.0)	3(8.6)	19(54.3)	13(37.1)
Students are of the view that field trips can help them understand difficult and abstract concepts	1(2.9)	6(17.1)	15(42.9)	13(37.1)
Students view field trips as a waste of time	12(34.3)	20(57.1)	2(5.7)	1(2.9)
Students go on field trips to enhance their understanding of Social Studies lessons	2(5.7)	0(0.0)	18(51.4)	15(42.9)

Source: Field survey, Addo (2019)

On the part of tutors, 17 (48.6%) agreed and 6 (17.1%) strongly agreed that students think of field trips as an event that is supposed to be interesting and fun than learning. However, almost half of the tutors, 48.6% (14.3% strongly disagreed and 34.3% disagreed), disagreed that students perceive field trips as meant for relaxation from learning while the other half, 51.4% (37.1% agreed and 14.3%

strongly agreed), agreed to the same item. In agreement with the findings from the students' results, 91.4% (54.3% agreed and 37.1% strongly agreed) of the tutor respondents showed that students perceive field trips as a means of learning something new. In the same way, 80.0% (42.9% agreed and 37.1% strongly agreed) of the tutors showed the students also perceive field trips as events that can help them understand difficult and abstract concepts. Once more, the tutor respondents agreed with the students on the fact that they do not see field trips as a waste of time since 91.4% (34.3% strongly disagreed and 57.1% disagreed) of the tutors do agree that students consider field trips as a waste of time. Again, 94.3% (51.4% agreed and 42.9% strongly agreed) attested to the fact that students' aim on embarking on field trips is to enhance their understanding of Social Studies lessons.

From the results from the students and tutors, it is observed that most of them are similar. The main revelation in the results showed that students perceive field trips as one of the strategies tutors use for them (students) to understand complex or abstract lessons that were taught in the classroom. These findings are in line with those found in earlier studies and shown in the work of Wellington (1990), Csikszentmihalyi and Hermanson (1995), Meredith, Fortner and Mullins (1997), and Rix and McSorley (1999) who have shown that field trips do not only improve the cognitive gains of the learning but also the social, psychomotor and affective gains. The implication of these results could be attentiveness on the part of students during field trips, note taking or recording of speech, critical observation among others. If students are able to put serious attention to field trips, it will help achieve the reason for embarking on the field trip. Again, this is in line with the

position of Tschannen-Moran and Gareis (2015) that teachers' job satisfaction has the potential of significantly augmenting students' achievement indirectly. Therefore, obtaining 100% of tutor respondents and about 90% of the student respondents agreeing that the use of field trips could be used to enhance the understanding of difficult and abstract concepts in Social Studies is a confirmation that field trips help students to better comprehend what is being taught in the classroom.

On the other hand, students may pretend to be learning something meaningful while they are doing just the contrary. While about 73.7% (comprising 31.3% strongly disagreed and 42.4% disagreed) of the students indicated that they disagree to having a field trip that is more interesting and fun than learning, which means the opposite might be true that they will prefer an educative field trips than an interesting and fun one, tutors are of the opposite view. Majority of the tutors, 65.7% (comprising 48.6% agreed and 17.1% strongly agreed), posited that students think all field trips should be more interesting and fun than learning. In one way or another, it could be true that half of the students may prefer interesting and fun field trips while others may prefer educative ones. According to Bitgood (1989) and Mackenzie and white (1981), there exist more positive attitude to science and environmental concepts as well as the acquisition of knowledge and skills. Therefore, students may prefer educational field trips when it comes of science of environmental concepts. That is, environmental concepts which are embedded in Social Studies may be considered relevant by students. It could be likely that some students may prefer educational field trips in other subject areas. One may posit

that field trips could be a blend of fun and educative to keep students motivated and ready to learn something new.

Studies by Salmi (2003) specified a sign of subject bias on the part of university students when choosing their programme of study due to the visits they will be making to science centers. This shows that from the perspectives of students, educational field trips are important as compared to those that are just for fun. On the contrary, some students also prefer interesting and fun driven field trips. For instance, results from Falk and Dierking (1997), and Gilbert and Priest (1997) found out in their studies that, although students are more likely to recollect social issues and personally relevant parts of field trips, they turn to dislike field trips that are more complex and procedural that leaves little room for personal agenda. Simply put, the decision to be fully included in a field trip experience is dependent on the students' behaviour and how tutors present or inform students about the field trip. Therefore, field trips could be either interesting and fun or boring. The extent of use of field trips may also be based on how both tutors and students perceive it.

Further, one may posit that the importance accorded to field trips by the management body of Colleges of Education may inform how important it is in the life of the students. From the response from some of the heads of departments who are also Social Studies tutors, it was realised that, most of them do not have concrete evidence to show that their department takes field trips seriously. Even though Social Studies is very broad and can allow tutors to organise more field trips, this is not the case in this assign research.

Rate at which Tutors Embark on Field Trips in Teaching Social Studies

Research Question 3: How do tutors embark on field trips in teaching Social Studies?

Research question three sought to find out how often tutors in the Colleges of Education engage in field trip activities. Results from the analysis on this research question are presented in Table 7.

Table 7: Rate at which Tutors Embark on Field Trips in Teaching Social Studies

Items	Not at all	Sometimes	Occasionally	Frequently	Very Frequently
How often do you make use of field trips in teaching Social Studies?	0 (0.0)	7 (20.0)	24 (68.6)	3 (8.6)	1 (2.9)
How often do you assess students after field trips?	0 (0.0)	11 (31.4)	15 (42.9)	7 (20.0)	2 (5.7)
How often do you think field trips should be used in teaching and learning of Social Studies?	0 (0.0)	1 (2.9)	5 (14.3)	20 (57.1)	9 (25.7)
How often do you use virtual realities in teaching Social Studies?	0 (0.0)	8 (22.9)	14 (40.0)	8 (22.9)	5 (14.3)
How often do you use models in place of field trips?	0 (0.0)	4 (11.4)	6 (17.1)	19 (54.3)	6 (17.1)

Source: Field survey, Addo (2019)

At a glance, it could be seen that all the Social Studies tutors who took part in this study have embark on a field trip with their students before. This can be said as none (0.0%) of the tutor respondents ticked "Not at all." However, majority of the tutors (24, 68.6%) agreed to making use of field trips occasionally. In addition, 7 (20.0%) of the tutor respondents indicated that they make use of field trips sometimes leaving only a minute portion of 8.6% (3) and 2.9% (1) that make use of field trips frequently and very frequently respectively. Iikewise, majority of the tutor respondents (15, 42.9%) indicated that students are assessed occasionally after field trips. Also, 11 (31.4%) of the tutor respondents indicated that students are assessed sometimes while 7 (20.0%) of the tutor respondents indicated that students are assessed frequently.

Notwithstanding, 20 (57.1%) and 9 (25.7%) of the tutor respondents stated that field trips should be organised frequently and very frequently in teaching and learning Social Studies respectively. In addition, 5 (14.3%) of the tutor respondents stated that field trips should be organised occasionally. While 14 (40.0%), 8 (22.9%), and 8 (22.9%) of the tutor respondents specified that they use virtual realities in teaching Social Studies occasionally, sometimes and frequently respectively. The results further showed that 19 (54.3%), 6 (17.1%), and 6 (17.1%) of the tutor respondents use models in place of field trips frequently, occasionally and very frequently respectively. This shows that both the students and the tutors agreed that tutors make use of virtual realities and animations in the teaching process. Similarly, information to answer research question three were obtained from the student respondents and presented in Table 8.

Table 8: Students' Report on How Often Tutors Initiate Field Trips in Teaching

Items	Not at all	Sometimes	Occasionally	Frequently	Very Frequently
How often do tutors make use of field trips in teaching Social Studies?	98 (31.0)	148 (46.8)	63 (19.9)	7 (2.2)	0 (0.0)
How often do tutors assess students after field trips?	94 (29.7)	90 (28.5)	64 (20.3)	63 (19.9)	5 (1.6)
How often do tutors use field trips in teaching and learning Social Studies?	77 (24.4)	142 (44.9)	71 (22.5)	19 (6.0)	7 (2.2)
How often do tutors use virtual realities (simulations/animations) in teaching Social Studies?	22 (7.0)	96 (30.4)	83 (26.3)	71 (22.5)	44 (13.9)
How often do tutors use models (globes, maps, shapes etc.) in place of field trips?	13 (4.1)	89 (28.2)	48 (15.2)	110 (34.8)	56 (17.7)

Source: Field survey, Addo (2019)

Even though some portions of the student respondents revealed that tutors make use of field trips to some extent, some also showed that tutors do not make use of field trips at all. Thus, 148 (46.8%) and 63 (19.9%) of the student respondents showed that tutors make use of field trips in teaching Social Studies sometimes and occasionally respectively. However, about 98 (31.0%) of the student respondents specified that tutors do not make use of field trips at all. In addition, 94 (29.7%) of

the student respondents showed that tutors do not assess students after field trips. However, 90 (28.5%) of the student respondents as well as 64 (20.3%) and 63 (19.9%) showed that tutors assess students sometimes, occasionally, and frequently respectively.

Further, 142 (44.9%) of the student respondents indicated that, sometimes, tutors use field trips in teaching and learning Social Studies. Again, 71 (22.5%) and 19 (6.0%) showed that tutors make use of field trips in teaching and learning Social Studies occasionally and frequently respectively. However, 77 (24.4%) of the student respondents indicated that tutors do not use field trips at all in teaching and learning Social Studies. More so, only 22 (7.0%) indicated that tutors do not use virtual realities in teaching Social Studies. The rest of the student respondents indicated that tutors use virtual reality to some extent; 96 (30.4%), 83 (28.2%), 71 (22.5%), and 44 (13.9%) specified that tutors use virtual reality sometimes, occasionally, frequently and very frequently respectively. Again, majority (110, 34.8%) of the student respondents showed that tutors use models (globes, maps, shapes etc.) in place of field trips. In the same way, 89 (28.2%), 48 (15.2%), and 56 (17.7%) showed that tutors use models sometimes, occasionally, and very frequently respectively.

From the results obtained from both tutors and students, it is imperative to note that tutors make use of field trips in the teaching and learning of Social Studies at the Colleges of Education. However, it should be noted that a few number of students (about 30%) do not agree with the notion that tutors actually make use of field trips in teaching. Both tutors and students exposed that majority of the tutors

do not use field trips frequently but either sometimes or occasionally. The percentage of students that revealed that tutors do not use field trips could be referred to as those who were not ready for the trip and may not learn anything positive from it. As posited by Orion and Hofstein (1994), all participants in the field trip in their study were not adequately prepared for concrete experience. Therefore, tutors need to adequately engage students in pre and post field trips education to improve on the readiness of students before embarking on field trips.

In addition, results from both tutors and students indicate that tutors also make use of virtual realities (simulations/animations) and models in the teaching of Social Studies concepts. A portion of students (25%) indicate that tutors use virtual realities and models sometimes, occasionally and frequently, majority of the tutors stated that they use virtual realities occasionally (40%) and also use models frequently (54%). Thus, in place of embarking on field trips, tutors improvise by demonstrating and showing how the actual event or trip will look like by using virtual realities and models. By so doing, students become limited to the inactive classroom experience. The World Health Organisation (2010) has shown that field trips are limited to a few hours of teaching and learning which according to Coombs et al. (2013) could have replaced the seven to eight hours of daily inactive teaching. The findings of this study portrayed that most tutors make use of virtual realities and models in form of pictures more than embarking on field trips limiting students to the continuous inactive teaching and learning. Even though, it may be impossible to embark on field trips frequently due to financial reasons, tutors need to develop innovative ways to engage the students in the environment they find themselves in

to avoid long hours of inactive learning if there are particular features related to what they are teaching in the environment.

Anecdotally, it could be said that field trips play important roles in the lives of teachers and students alike. It may help students to construct their own understanding of events. This statement is in line with recommendations from earlier studies conducted. According to Lei (2010), courses taught to students become relevant as students assimilate and accommodate new understanding and cognition. In this regard, Lei noted that the connection between the field trip venue and the classroom links the field trip's experiential learning with prior experiences and learning from the classroom. Therefore, organising field trips could be considered an event critical to the understanding of students and should be taken seriously.

Challenges in Embarking on Field Trips

Research Question 4: What are the challenges faced by tutors and students in embarking on field trips?

To every situation, there may exist challenges in one way or another. Research question four, for that matter sought to find out the challenges involved in organising and embarking on educational field trips. The information gathered from the research questionnaires from both tutors and students are presented in Table 9 and Table 10 respectively.

Table 9: Tutors' Report on the Challenges Faced in Embarking on Field Trips

Items	SD(%)	D(%)	A(%)	SA(%)
Procedures in organising field trips are stressful	1(2.9)	1(2.9)	19(54.3)	14(40.0)
Seeking permission from stakeholders and administrators is difficult	1(2.9)	2(5.7)	23(65.7)	9(25.7)
I feel discouraged if students do not appreciate my effort but display negative attitude	2(5.7)	9(25.7)	18(51.4)	6(17.1)
Technology has destroyed the interest in field trips	3(8.6)	24(68.6)	3(8.6)	5(14.3)
Lack of well experienced and educated guides or sites	3(8.6)	8(22.9)	22(62.9)	2(5.7)
Lack of financial support for field trips makes it difficult to embark on more	1(2.9)	1(2.9)	17(48.6)	16(45.7)
The duration (time factor) of field trips deter me from embarking on them	3(8.6)	9(25.7)	16(45.7)	7(20.0)

Source: Field survey, Addo (2019)

Table 9 revealed that the procedures in organising field trips are stressful. This is indicated by majority of the tutor respondents as 19 (54.3%) agreed and 14 (40.0%) strongly agreed that organising field trip is stressful. Likewise, 23 (65.7%) and 9 (25.7%) of the tutors agreed and strongly agreed respectively that seeking permission from stakeholders and administrators is difficult. Based on this, majority of the tutors agreed (18, 51.4%) that they feel discouraged if students do

not appreciate their efforts but display negative attitude. However, 9 (25.7%) of the tutor respondents disagreed that they feel discouraged when they are not appreciated by their students.

Further, the tutor respondents have shown that the emergence of technology has not destroyed the beauty and interest of field trips as the results obtained exposed that 24 (68.6%) disagreed to the statement "Technology has destroyed the interest in field trips." Only few of the tutors agreed (8.6%) and strongly agreed (14.3%) that technology has destroyed the interest of field trips. Other challenges faced by tutors in organising and embarking on field trips are the lack of well experienced and educated guides or sites (62.9% agreed and 5.7% strongly agreed), lack of financial support for field trips (48.6% agreed and 45.7% strongly agreed), and the long duration or time factor of field trips (45.7% agreed and 20.0% strongly agreed). Students also present similar findings as revealed in Table 10.

Table 10: Students' Report on Challenges in Organising Field Trips

Items	SD(%)	D(%)	A(%)	SA(%)
Procedures in organising field trips are stressful	35 (11.1)	30 (9.5)	156 (49.4)	95 (30.1)
Seeking permission from stakeholders and administrators is difficult	40 (12.7)	55 (17.4)	156 (49.4)	65 (20.6)
I feel discouraged if I do not appreciate tutors' efforts but display negative attitude	33 (10.4)	19 (6.0)	145 (45.9)	119 (37.7)
Technology has destroyed the interest in field trips	52 (16.5)	35 (11.1)	115 (36.4)	114 (36.1)
Lack of well experienced and educated guides or sites	47 (14.9)	84 (26.6)	151 (47.8)	34 (10.8)
Lack of financial support for field trips makes it difficult to embark on more	37 (11.7)	25 (7.9)	115 (36.4)	139 (44.0)
The duration (time factor) of field trips deter me from taking part in field trips	61 (19.3)	86 (27.2)	120 (38.0)	49 (15.5)

Source: Field survey, Addo (2019)

In line with the responses given by tutors, the students respondents also agreed (49.4% agreed and 30.1% strongly agreed) that the procedures involved in organising field trips are stressful. Again, 156 (49.4%) and 65 (20.6%) of the student respondents respectively agreed and strongly agreed that seeking permission from stakeholders and administrators is difficult. Also, 145 (45.9%) of the student respondents agreed while 119 (37.7%) of the student respondents

strongly agreed that they feel discouraged if they do not appreciate tutors' effort but display negative attitude.

Majority of the student respondents showed that the introduction of technology has destroyed the interest in field trips as 115 (36.4%) agreed and 114 (36.1%) strongly agreed to this statement. The students respondents further indicated that they agreed (47.8% agreed and 10.8% strongly agreed) there is lack of well experienced and educated guides or sites. The student respondents also showed that lack of financial support for field trips and the duration involved in embarking on field trips are all challenges affecting field trips. For instance, 115 (36.4%) agreed and 139 (44.0%) strongly agreed to finding it difficult in securing financial aid for field trips. For the duration, half of the students disagreed (19.3% strongly disagreed and 27.2% disagreed) while the other half agreed (38.0% agreed and 15.5% strongly agreed) that the time involve in observing field trips is moderate.

Taking care of students is not an easy job to the extent of taking them out of the classroom on a field trip. Controlling teenagers and young adult could be very difficult and demanding. Likewise, in this study, both tutors and students revealed that there are some challenges associated with the organisation of field trips. Thus, about 94.3% of the tutors and 79.5% of the students have shown that the procedures involved in organising field trips are stressful. In addition, about 91.4% of the tutors and 70.0% of the students exposed that it is a difficult task seeking for permission from stakeholders and administrators before embarking on field trips. This finding is in line with the findings of Braund and Reiss (2004) and

Carroll (2007) who found out that field trips are difficult to organise as it comprises of explicit practices that needed to be followed for effective learning experiences. These explicit processes or procedures could pose as an obstacle to tutors and students if some levels of flexibility are not allowed.

Strict rules may be difficult for many people to follow. Tutors may find it demanding to follow all the complex processes in securing approval for embarking on field trips. Sorensen (2003) and Anderson et al. (2006) supports the finding that the recommended procedures for ensuring maximum and effective outcome from field trips are difficult to adhere to by teachers. Therefore, one could posit that, effective and efficient field trips can only be organised and embarked upon by tutors who are determined to control students and fulfill all the obligations that may be demanded by both students and the school. This implies that majority of the tutors in the Colleges of Education may not be able to embark on field trips on regular basis due to the conditions surrounding its implementation.

For instance, Sorensen (2003) posited that most of the teachers, including Social Studies teachers continue to perceive field trips as a day out event which indicates that tutors may not put in much effort to enhance learning. In addition, circumstances cause teachers focus of prompting students to relate with the exhibits and objects instead of concentrating on the various tasks ahead and the behaviour management of students (Griffin & Symington, 1997; Cox-Petersen & Pfaffinger, 1998). One of the hindrances is the lack of financial support for field trips as shown by about 94% of the tutor respondents and 80% of the student respondents. The low zeal of the tutors, couple with circumstances surrounding field trip organisation and

implementation has the potential of lowering the quality of experience students are expected to gain from the trip. That is, even though, students might engage on a field trip to the most educational site, they might end up achieving very little compared to what they are supposed to gain on the average.

Chapter Summary

This chapter revealed that the study made use of two categories of respondents namely college of education tutors (35) and students (316) which reflected the sample selected for the studies. Based on this, the chapter revealed that tutors use various methods to integrate field trips in the teaching and learning process. Both the tutors (about 91.4%) and students (91.2%) clearly indicated that the use of field trips is ongoing in the colleges. In addition, the use of virtual realities and animations are also used to complement the teaching and learning process when embarking on field trips is not possible. The perception of students on field trips is shown to be more educational than fun or interesting one even though majority of the tutors think it is not obvious. However, both tutors (100%) and students (90%) agreed that the use of field trips could be used to improve understanding of difficult and abstract concepts in Social Studies. Meanwhile, the management bodies of the Colleges of Education showed that they do not have any specific policy in relation to field trips. In addition, it was revealed that tutors and students embark on field trips sometimes, occasionally and frequently than very frequently and not at all. Meanwhile few of the students have exposed that tutors do not make use of field trips in teaching Social Studies (31%) nor do they assess students after embarking on field trips (29%). Further, the chapter presents that the main challenges facing

tutors in the organisation of field trips include the difficult process of seeking permission from administrators (heads of departments), the stressful nature of organising field trips, and lack of financial support among others.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

Overview

This chapter presents the summary of the entire research in addition to the key findings. Based on the key findings, conclusions were drawn by the researcher. The chapter also presented the recommendations made based on the research findings. In addition, suggestions for further studies were also made in the area of utilizing field trips in the teaching of Social Studies.

Summary

The main aim of the study was to examine how field trips could be utilized in the teaching of Social Studies across Colleges of Education in the Volta Region of Ghana. In this regard, four research objectives were formulated to guide the study. Based on the objectives stated in the purpose of the study, four research questions were developed. These are:

1. How do tutors integrate the use of field trips to classroom lessons in the Colleges of Education in the Volta Region?
2. What are students' perceptions about suitable location for field trips in learning Social Studies at the Colleges of Education in the Volta Region?
3. How do tutors embark on field trips in teaching Social Studies at the Colleges of Education in the Volta Region?
4. What are the challenges in embarking on field trips in the Colleges of Education in the Volta Region?

To answer these research questions, the researcher adopted the quantitative research approach to the study. Thus, the researcher collected and analysed data quantitatively. From a population of all Social Studies tutors and students of Social Studies departments in the Colleges of Education across the Volta Region, the researcher selected 35 tutors and 316 students. The sample was obtained using the purposive and simple random sampling methods respectively. However, the individual respondents were selected using the simple random sampling technique. From these respondents the researcher used two sets of research questionnaires. The questionnaires were used to collect the quantitative data from tutors and students respectively. However, before going out for data collection, permission was sought from the Department of Basic Education of the University of Cape Coast for an introductory letter. In addition, ethical clearance was obtained from the University of Cape Coast Institutional Review Board to conduct the study. These two letters were used to seek permission at the various Colleges of Education visited. For data processing and analysis, the researcher used the frequency counts and percentages for the quantitative data with the help of the IBM SPSS Statistical software version 21 while the qualitative data was grouped into themes and discussed.

Key Findings

From the analysis, the following key findings were obtained:

1. The main teaching technique of integrating field trips into the teaching and learning process is to actually embark on field trips as stated by 91.4% of the tutors and 91.2% of the students. Also, it was shown that

when field trips become impossible to embark on, tutors make use of virtual reality animations (as indicated by 74% of the tutors and 87% of the students), models and pictures (as indicated by 88% of the tutors) to enhance the understanding of students. On the contrary, 72% of the students revealed that they do not enjoy it when tutors continuously replace field trips with the use of models.

2. Research question two revealed that majority of the students have positive perception about field trips since 73% of them prefer field trips that are more educational than fun. Meanwhile, tutors (65%) are of the view that students prefer fun field trips to educational ones. In addition, it was found that 90% of the students and 100% of the tutors agreed that field trips could be used to improve the understanding of difficult and abstract concepts in Social Studies.
3. Again, it was revealed that teachers make use of field trips at different intervals. The study revealed that majority of the respondents agreed that tutors make use of field trips either sometimes, occasionally, frequently, or very frequently. However, 30% of the students indicated that tutors do not make use of field trips at all.
4. Finally, the study revealed that there exist some challenges with the use of field trips in education. The main challenges presented were the stressful nature of organising field trips (94.3% of the tutors and 79.5% of the students), the difficult nature of seeking permission from stakeholders and administrators (91.4% of the tutors and 70.0% of the

students), and the lack of financial support (94% of the tutors and 80% of the students). Also, while majority of the students (77%) of the students indicated the emergence of technology has no influence on the interest of field trips, 72% of the tutors were of the view that technology has destroyed the interest in field trips.

Conclusions

In conclusion, the researcher posited that the use of field trips in the teaching and learning of Social Studies has the potential of influencing the understanding levels of students and tutors. That is, during the actual field trips or in the use of virtual reality animations or models, students may construct new ideas from what they would have imagined from the theories taught in the classroom. The findings of this study were in line with those conducted earlier as Orion (1993) showed that field trips serve as a concrete bridge towards more abstract learning levels which makes field trips the central part of the teaching programme rather than using it as a summary of enrichment activity. Therefore, field trips have the potential of helping students and tutors to gain new knowledge that may not have been obtained through theoretical learning in the classroom.

Also, it is imperative to note that even though some students may display lackadaisical attitude towards field trips as stated by tutors, majority of the students will be motivated to learn something new as their motivation and anticipation levels will be directed towards it. The intrinsic motivation of the students is expected to prepare them to discovering new knowledge from the field trip. If students are motivated enough, they may enjoy field trips and learn at the same time as indicated

by Bitgood (1989) and Mackenzie and White (1981) in their studies. Students have been motivated to appreciate science and environmental concepts and enjoy embarking on these types of field trips. It is imperative to state that field trips to other aspects such as geographical sites can yield similar results if the work put in the preparation phase of the field trips motivates students explore new ideas and experience.

Once more, it can be concluded that field trips are resource intensive and organising several field trips within a semester is impossible as it will disrupt the teaching of other courses. The time needed to embark on field trip cannot be recovered and may affect other courses as each course in the Colleges of Education have been allotted specific times. This finding is similar to that of World Health Organisation (2010), Coombs et al. (2013) among other who continued to suggest that teaching and learning should be limited to few hours to engage students in active field trips.

Furthermore, no matter the circumstances, there may be some challenges associated with the organisation of field trips. Challenges can be minimized when proper planning is done before engaging students in field trip. Meanwhile, Anderson et al. (2006), institutional barriers sometimes prevent teachers from maximizing the learning opportunities that out-of-classroom learning experiences presents. Therefore, it can be posited that in organising field trips, tutors and students may face some challenges; either institutional or from colleagues.

Recommendations

Based on the findings from the study and the conclusions that were drawn, the following recommendations were made:

1. Procedures for seeking permission should be outlined by the management of Colleges of Education for students and tutors in order to facilitate the permission process and reduce the stress level in seeking permission and organising educational field trips.
2. Students should be educated more and more by Social Studies tutors on the importance of embarking on educational field trips to eliminate lukewarm attitude of some of the students.
3. Tutors should be trained regularly by the management of Colleges of Education to use more innovative technologies if embarking on field trips is not possible. However, Social Studies departments should ensure that students embark on educational field trips at least once every semester. Though some tutors may wish to always embark on field trips, it is important to select relevant educational field trip locations, especially locations that have the potential to enlighten the understanding of students as it will be impractical to embark on several field trips within a semester. In the light of this, tutors should make use of virtual reality animations and models to supplement actual field trips as revealed in this study.
4. Funds should be allocated by the Ministry of Education and the management of Colleges of Education to Social Studies department to

facilitate educational field trips. Tutors and students' representatives need to develop strategies that will make their work simple and easier. Thus, with the help of these funds, tutors may be able to organise more than one educational field trip per semester.

Suggestions for Further Studies

Even though this study covered a large geographical area, it is important to conduct another study to find out the best educational field trip locations in the entire country. This will help to obtain a concrete document that will show which field trip location best suits a given topic area. Therefore, Social Studies tutors and other tutors may know where to visit when teaching a particular content.

In addition, another study should be conducted to find out the best ways to overcome the challenges encountered by tutors and students in the organisation of field trips.

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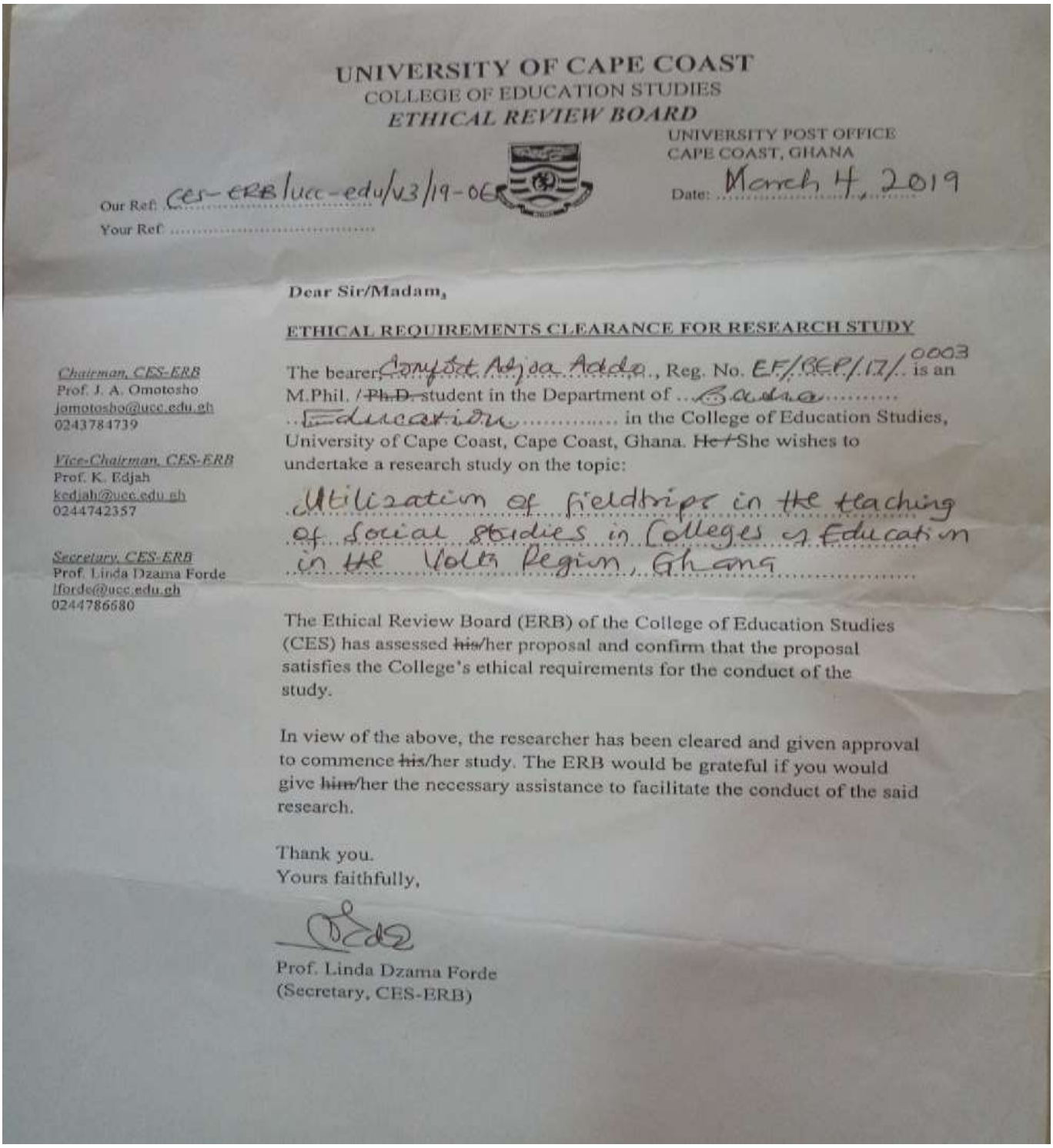
APPENDICES

APPENDIX A: Ethical Clearance



UNIVERSITY OF CAPE COAST
COLLEGE OF EDUCATION STUDIES
ETHICAL REVIEW BOARD

UNIVERSITY POST OFFICE
CAPE COAST, GHANA

Our Ref: CES-ERB/ucc-edu/V3/19-0003 Date: March 4, 2019

Your Ref: .....

Chairman, CES-ERB
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Vice-Chairman, CES-ERB
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Secretary, CES-ERB
Prof. Linda Dzama Forde
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Dear Sir/Madam,

ETHICAL REQUIREMENTS CLEARANCE FOR RESEARCH STUDY

The bearer, Comfort Adjoa Addo., Reg. No. EF/BEP/17/0003 is an M.Phil. / ~~Ph.D.~~ student in the Department of ..Basic.. ..Education.. in the College of Education Studies, University of Cape Coast, Cape Coast, Ghana. ~~He/~~She wishes to undertake a research study on the topic:

Utilization of fieldtrips in the teaching of Social Studies in Colleges of Education in the Volta Region, Ghana

The Ethical Review Board (ERB) of the College of Education Studies (CES) has assessed ~~his~~/her proposal and confirm that the proposal satisfies the College's ethical requirements for the conduct of the study.

In view of the above, the researcher has been cleared and given approval to commence ~~his~~/her study. The ERB would be grateful if you would give ~~him~~/her the necessary assistance to facilitate the conduct of the said research.

Thank you.
Yours faithfully,

Prof. Linda Dzama Forde
(Secretary, CES-ERB)

APPENDIX B: Questionnaire for Tutors

UNIVERSITY OF CAPE COAST

COLLEGE OF EDUCATION STUDIES

FACULTY OF EDUCATIONAL FOUNDATIONS

DEPARTMENT OF BASIC EDUCATION

I am a student from the University of Cape Coast undertaking a research on the topic **Utilization of field trips in the teaching of Social Studies in Colleges of Education in the Volta Region, Ghana**. With regards to this, you have been selected to take part in this study. Kindly respond to the items on the questionnaire as honestly as possible and note that the information you provide will be treated with great confidentiality. Also, your participation in this study is completely voluntary. You can also ask any question for more clarification. Please tick [√] the response that best suits your option.

Section A: Biographic Data of Respondents

1. Age: below 30 years [ ]
   30 – 39 years [ ]
   40 – 49 years [ ]
   50 – 59 years [ ]
   60 years and above [ ]

2. Gender:
   Male [ ]
   Female [ ]

3. Subject of Specialisation
   ……

4. Educational Qualification:

First Degree [ ]

Masters [ ]

PhD [ ]

Other (specify) ……

5. Number of years of Teaching:

below 5 years [ ]

5 – 9 years [ ]

10 – 14 years [ ]

15 – 19 years [ ]

20 years and above [ ]

Section B: How to Integrate Field Trips to Classroom Lessons

Please tick [√] the response that best suits your option.

No.	Statement	Strongly Disagree	Disagree	Agree	Strongly Agree
6.	I embark on field trips with my students				
7.	I use virtual reality animations with the help of projectors and laptops (Simulations/animations)				
8.	I use models in place of the actual field trips (globes, maps, shapes etc.)				
9.	I ask students to identify what is learnt in class in the community when they go home				

10.	Pictures from textbooks can be used when embarking on field trips is not possible				

11. Please indicate how field trips can be integrated in teaching:

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Section C: Students' Perceptions about Suitability of Field Trip Location and Learning Outcome

Please tick [√] the response that best suits your option.

No.	Statement	Strongly Disagree	Disagree	Agree	Strongly Agree
12.	Students think all field trips should be more interesting and fun than learning				
13.	Students think field trips are meant for relaxation from learning				
14.	Students perceive field trips as a means of learning something new				
15.	Students are of the view that field trips can help them understand difficult and abstract concepts				
16.	Students view field trips as a waste of time				

17.	Students go on field trips to enhance their understanding of Social Studies lessons				

18. Please indicate the general perception of students about field trips

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Section D: Extent to which Tutors Embark on Field Trips in Teaching

Please tick [√] the response that best suits your option.

No.	Statement	Not at all	Sometimes	Occasionally	Frequently	Very Frequently
19.	How often do you make use of field trips in teaching Social Studies?					
20.	How often do you assess students after field trips?					
21.	How often do you think field trips should be used in teaching and learning Social Studies?					
22.	How often do you use virtual realities in teaching Social Studies?					

23.	How often do you use models in place of field trips?					

24. How often do you think any other field trip techniques should be used in the teaching of Social Studies?

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Section E: Challenges in Organising Field Trips

Please tick [√] the response that best suits your option.

No.	Statement	Strongly Disagree	Disagree	Agree	Strongly Agree
25.	Procedures in organising field trips are stressful				
26.	Seeking permission from stakeholders and administrators is difficult				
27.	I feel discouraged if students do not appreciate my effort but display negative attitude				

28.	Technology has destroyed the interest in field trips				
29.	Lack of well experienced and educated guides or sites				
30.	Lack of financial support for field trips makes it difficult to embark on more				
31.	The duration (time factor) of field trips deter me from embarking on them				

32. Please indicate any other challenge you face during field trips.

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THANK YOU FOR YOUR TIME AND PARTICIPATION.

APPENDIX C: Questionnaire for Students

UNIVERSITY OF CAPE COAST

COLLEGE OF EDUCATION STUDIES

FACULTY OF EDUCATIONAL FOUNDATIONS

DEPARTMENT OF BASIC EDUCATION

I am a student from the University of Cape Coast undertaking a research on the topic **Utilization of field trips in the teaching of Social Studies in Colleges of Education in the Volta Region, Ghana**. With regards to this, you have been selected to take part in this study. Kindly respond to the items on the questionnaire as honestly as possible and note that the information you provide will be treated with great confidentiality. Also, your participation in this study is completely voluntary. You can also ask any question for more clarification. Please tick [√] the response that best suits your option.

Section A: Biographic Data of Respondents

1. Age: below 20 years [ ]
   20 – 24 years [ ]
   25 – 29 years [ ]
   30 – 34 years [ ]
   35 years and above [ ]

2. Gender:
   Male [ ]
   Female [ ]

3. Subject of Specialisation
   ……

4. Level:

100 [ ]

200 [ ]

300 [ ]

Section B: How to Integrate Field Trips to Classroom Lessons

Please tick [√] the response that best suits your option.

No.	Statement	Strongly Disagree	Disagree	Agree	Strongly Agree
5.	I enjoy embarking on field trips				
6.	I enjoy virtual reality animations when tutors project them to explain concepts in Social Studies				
7.	I like it when tutors use models in place of the field trips				
8.	I am able to identify what is learnt in class in the community when I go home				
9.	Pictures from textbooks can be used when embarking on field trips is not possible				

10. Please indicate how field trips can be integrated in teaching:

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Section C: Students' Perceptions about Suitability of Field Trip Location and Learning Outcome

Please tick [√] the response that best suits your option.

No.	Statement	Strongly Disagree	Disagree	Agree	Strongly Agree
11.	I think all field trips should be more interesting and fun than learning				
12.	I think field trips are meant for relaxation from learning				
13.	I perceive field trips as a means of learning something new				
14.	I am of the view that field trips can help them understand difficult and abstract concepts				
15.	I see field trips as a waste of time				
16.	I go on field trips to enhance my understanding of Social Studies lessons				

17. Please indicate the general perception of students about field trips

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Section D: Extent to which Tutors Embark on Field Trips in Teaching

Please tick [√] the response that best suits your option.

No.	Statement	Not at all	Sometimes	Occasionally	Frequently	Very Frequently
18.	How often do tutors make use of field trips in teaching Social Studies?					
19.	How often do tutors assess students after field trips?					
20.	How often do tutors use field trips in teaching and learning Social Studies?					
21.	How often do tutors use virtual realities (simulations/animations) in teaching Social Studies?					

22.	How often do tutors use models (globes, maps, shapes etc.) in place of field trips?					

23. How often do you think any other field trip techniques should be used in the teaching of Social Studies?

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24. Do you think field trips should be encouraged in teaching Social Studies?

Yes [ ]

No [ ]

Section E: Challenges in Organising Field Trips

Please tick [√] the response that best suits your option.

No.	**Statement**	**Strongly Disagree**	**Disagree**	**Agree**	**Strongly Agree**
25.	Procedures in organising field trips are stressful				
26.	Seeking permission from stakeholders and administrators is difficult				

27.	I feel discouraged if I do not appreciate tutors' effort but display negative attitude				
28.	Technology has destroyed the interest in field trips				
29.	Lack of well experienced and educated guides or sites				
30.	Lack of financial support for field trips makes it difficult to embark on more				
31.	The duration (time factor) of field trips deter me from taking part in field trips				

32. Please indicate any other challenge you face during field trips.

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THANK YOU FOR YOUR TIME AND PARTICIPATION