**A STUDY INTO THE INFLUENCE OF FIELD STUDY ON ACADEMIC PERFORMANCE OF GEOGRAPHY STUDENTS (Case study of Geography Department, UNIBEN)**

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**ABSTRACT**

This study was carried out to investigate a study into the influence of field study on academic performance of geography using Geography Department, Uniben as a case study. Specifically, the study examined influence of field study on the academic performance of geography students, the influence of field study in the understanding of geography as a subject and identify the limitations associated with field study in the field of geography. The study employed the survey descriptive research design. A total of 230 responses were validated from the survey. The study adopted the constructivist theory. From the responses obtained and analysed, the findings revealed that there is a significant relationship between field study and academic performance of geography students. This is as the Pearson correlation test showed a positive significant relationship (.832\*\*) between field study and academic performance of geography students. The study recommend Extensive field trips should be organized by schools so as to expose the students to events outside the classroom.

**CHAPTER ONE**

**INTRODUCTION**

**1.1 BACKGROUND TO THE STUDY**

Field study is the collection of information outside a laboratory, library or workplace setting (Wikipedia, 2016). The approaches and methods used in field study vary across disciplines. For example, biologists who conduct field study may simply observe animals interacting with their environments, whereas social scientists conducting field study may interview or observe people in their natural environments to learn their languages, folklore, and social structures. Geographers however carry out their field study on lands, the features, the inhabitants, and the phenomena of Earth  
Field study involves a range of well-defined, although variable, methods: informal interviews, direct observation, participation in the life of the group, collective discussions, analyses of personal documents produced within the group, self-analysis, results from activities undertaken off- or on-line, and life-histories (Glaser, 1995). Although the method generally is characterized as qualitative research, it may (and often does) include quantitative dimensions.

The quality of results obtained from field study depends on the data gathered in the field. The data in turn, depend upon the field worker, his or her level of involvement, and ability to see and visualize things that other individuals visiting the area of study may fail to notice. The more open researchers are to new ideas, concepts, and things which they may not have seen in their own culture, the better will be the absorption of those ideas. Better grasping of such material means better understanding of the forces operating in the area and the ways they modify the lives of the people under study (Abu, 1998).  
When humans themselves are the subject of study, protocols must be devised to reduce the risk of observer bias and the acquisition of too theoretical or idealized explanations of the workings of a culture (Bourdieu, 1999). Participant observation, data collection, and survey research are examples of field study methods, in contrast to what is often called experimental or lab research.

Geography literally “earth description” is a field of science devoted to the study of the lands, the features, the inhabitants, and the phenomena of Earth. Four historical traditions in geographical research are spatial analysis of the natural and the human phenomena (geography as the study of distribution), area studies (places and regions), study of the human-land relationship, and research in the Earth sciences. Nonetheless, modern geography is an all-encompassing discipline that foremost seeks to understand the Earth and all of its human and natural complexities—not merely where objects are, but how they have changed and come to be. Geography has been called “the world discipline” and “the bridge between the human and the physical science”. Geography is divided into two main branches: human geography and physical geography (Wikipedia, 2016). These branches of geography can properly be examined adequately through field study.

**1.2 STATEMENT OF THE PROBLEM**

Field study has been proven to have given clear physical understanding to geography students as it lies at the heart of geographical research, and encompasses broad area surveys (including aerial surveys), more localized site surveys (including photographic, drawn, and geophysical surveys, and exercises such as field walking), and excavation. In the Earth and atmospheric sciences, field study refers to field experiments (such as the VORTEX projects) utilizing in situ instruments. Permanent observation networks are also maintained for other uses but are not necessarily considered field study, nor are permanent remote sensing installations. This study is examining the influence of field study on the academic performance of geography students.

**1.3 OBJECTIVES OF THE STUDY**

The following are the objectives of this study:  
1. To examine the influence of field study on the academic performance of geography students.

2. To examine the influence of field study in the understanding of geography as a subject.

3. To identify the limitations associated with field study in the field of geography.

**1.4 RESEARCH QUESTIONS**

1. What is the influence of field study on the academic performance of geography students?

2. What is the influence of field study in the understanding of geography as a subject?

3. What are the limitations associated with field study in the field of geography?

**1.5 HYPOTHESIS**

HO: there is no significant relationship between field study and academic performance of geography students

HA: there is significant relationship between field study and academic performance of geography students

**1.6 SIGNIFICANCE OF THE STUDY**

The following are the significance of this study:  
1. The results from this study will educate the educators in the field of geography, the geography students and the general public on the effect of field study on the academic performance of geography students.  
2. This research will be a contribution to the body of literature in the area of the effect of personality trait on student’s academic performance, thereby constituting the empirical literature for future research in the subject area.

**1.7 SCOPE/LIMITATIONS OF THE STUDY**

This study will cover the issues of field study and its effect on the academic performance of students studying geography in the University of Benin.

**LIMITATION OF STUDY**

Financial constraint- Insufficient fund tends to impede the efficiency of the researcher in sourcing for the relevant materials, literature or information and in the process of data collection (internet, questionnaire and interview).  
Time constraint- The researcher will simultaneously engage in this study with other academic work. This consequently will cut down on the time devoted for the research work.

**CHAPTER TWO**

**REVIEW OF LITERATURE**

**INTRODUCTION**

Our focus in this chapter is to critically examine relevant literatures that would assist in explaining the research problem and furthermore recognize the efforts of scholars who had previously contributed immensely to similar research. The chapter intends to deepen the understanding of the study and close the perceived gaps.

Precisely, the chapter will be considered in three sub-headings:

* Conceptual Framework
* Theoretical Framework
* Empirical Review

**2.1 CONCEPTUAL FRAMEWORK**

**Concept of Geography**

Geography is the branch of knowledge that studies the lands, the features, the inhabitants and the phenomena of the Earth. The first person to use the word geography was Eratosthenes and literally means “writing about the Earth”. The word can be divided into two parts- geo and graphy. Geo means the earth & graphy refers to writing. Today Geography means much more than writing about the earth but its difficult discipline to define geography is a fascinating subject. It reveals all the wonderful changes and activities that have been going on in the world since the beginning of time. Geography draws from across the physical, cultural, economic & political spheres to the local and the global. Through Geography we learn to appreciate the diversity of landscapes, peoples & cultures, Geography is therefore a vital subject resource for 21st century global citizens, enabling us to face questions of what it means to like sustainably in an interdependent world.

Geography has had a very chewuered course of development .It passed through different phases of rise & fall and at every new stage the concept of geography underwent a change.The environment of geographical thought and concept took place during the age of discoveries and explorations.The ancient Egyptians,Babylonians,Phoenicinas,Greeks and Romans made valuable contributions to geographical concepts during the sixteenth ,seventeenth and eighteenth centuries.More and more geographical concepts developed as geography gradually emerged from a descriptive approach of the classical ties to analytical approach of the present time. Recent years have witnessed the greatest innovations in the various fields of geography due to its new concepts and techniques & rediscovering phenomena from a scientific and new approach. The most widely recognized concept of scientific geography treats the world as essentials an abode of man and solving national and international problems. The perspective of the present day geography is as wide as the earth as large as life itself. The human aspect of geography has been lately recognized because of the great revolution in educational psychology. Today we are more concerned with the needs & interests of the child has to live in a world of diverse things and events where various human communities are settled .Hence for school purposes we shall define geography as “the studt of the people of the world.” Modern geography is now considered to be a separate science requiring a detailed study of the territories of the world. Its instrument of study is the map like any other science it follows a scientific course. The geographers of today are now increasingly concern with understanding process, patterns and structure, and examining geographical data by techniques commonly used in other school disciplines. The integration of natural environments and their expressing on the landscape is the field of geographical studies. Modern geography is defined as a “Unifying science the raw material it deals with is derived largely for other sciences and studies, it deals with the material in its ow way seeking and discovering the interrelation of phenomena and the integration between man & the phenomena. This concept of applied geography is of great significance in developing universal brotherhood and offers scope for geographical techniques of survey, analysis & synthesis for the solution of practical problems in the modern times of planned development. The introduction of statistical techniques has proved very useful for carrying out researchers in physical, economic, human and regional geography. The land use survey is a technique adopted by geographers for study of agriculture regions to bring about an improvement of the social services and understanding the processes of economic, regional & social development. Essentially geography was a study of mankind. Today geography can be defined as “geography is a science of man on the earth studying the action and interaction between man & nature.

**Concept of Field Study**

Field trip is not just for recreation, but to learn by examining the evidence in real situation according to Roestiyah (2001). It is a way of teaching carried out by inviting students to a place or a particular object outside of school to learn or investigate something like reviewing a shoe factory, a car repair shop, a department store, and so forth. It may also called as travel activities or a journey by a group of people to do observation for educational to give the students experience to learn outside from their daily activities. Checep (2008) also support that field trip method is a way of presentation by taking the students to study outside the environment of class. Field trip using the environment as a learning resource, stimulates the creativity of the students, information can be more comprehensive and real time, students can seek and process the information by themselves.

In addition, Mulyasa (2005) states that field tripis a journey undertaken by learners toacquirelearning experience, especially the direct experience and anintegralpartof the school curriculum. Althoughthe field triphad alot ofthings that arenon-academic, general objective of educationcan beimmediatelyachieved, mainlyrelated tothe development ofinsight intothe experienceof the outside world. From all opinions above, all of the experts have the same idea that field trip is a journey for students to learn outside from school environment with the purpose to observe and examine the subject in its state. The field trip can be done in a few hours or take a few days depends on the schools program.

**Benefit of Field Study**

Field trip has several advantages based on Saiful Bahri Djamarah (2006;p.94) which are:

1. field trip has modern teaching principles that utilizing the real environment in teaching

2. it make the lessons in school more relevant to the the reality and the needs of the community

3. it stimulate the creativity of students

4. the information used in teaching is more wider and actual.

In the other hand, Syaiful Sagala (2006;p.215) argues that excess of field trip are:

1. the students can observe the diverse of realities closer

2. the students can get to experienced by trying to participate in an activity

3. the students can address some issues or statements by see, hear, try and prove them directly

4. the students can obtain the information by organizing interviews or listen to lectures given during activities learning

5. the students can learn something intensively and comprehensively.

From both opinions above, Saiful Bahri Djamarah and Syaiful Sagala have similiar opinions about the advantage of field trip. Saiful Bahri Djamarah says that field trip have modern teaching principles by utilizing the real situation and the information that students get are more relevant and actual while Syaiful Sagala argues that the advantage of field trip are the students can observe the diversity of real object closely and teh students can learn more intensively and comprehensively.

**Effective Use of Field Study**

Myers and Jones (2004) says that there are three ways needed to make the field trip effective, they are: 1. Pre-trip Stage: The pre-trip stage of a field trip involves two major components: preparation and planning. Preparation is the action or process of getting ready for the field trip. In preparing a field trip, the students need to set a clear goals, consider the destination with the budget, make division of task about who would be in charge of the financial, documentation, destination etc. The field trip should have obtained the data about the object such as the location, road access, lodging, meals, transportation budget and ticket. The result of the preparation will be discussed by the students and the lecturer in order to organize the activities required to achieve a desired goal. The planning are include booking flight, searching a place to stay during field trip, consider the tourism object that will be visited, discuss what are the necessary things that the students should bring, make the itinerary of the destinations, limit the budget and etc.

2. Trip Stage: Refers to the carrying out a plan where the students are doing the field trip. The students can implement what they have planned in the itinerary while the lecturer will accompany to supervise the students to keep the trip as smooth as the itinerary and up to destination.

3. Post-trip Stage: The third and final stage of a successful field trip is the posttrip stage. Reporting is one of activities in the form of submission of progress or result of activity on all matters relating to this field trip. Once completed the field trip, the students will be asked to make a report regarding what they have seen, experienced, and learned during the field trip. The result of field trip will be discussed in front of the class with the other students to learn about the field trip.

**Field Study and Academic Performance of Students in Geography**

Geography is a natural and practical subject which is taught both in the classroom and in the natural environment. When geography teachers take out students on field study and on practicals either within the school environment as in demonstration on the Map or outside the school environment for the purpose of teaching the students, it gives them the opportunity to meaningfully construct knowledge and understand the material while guiding their learning. (Ornstein, Lasley, & Mindes, 2005). As students see, feel, touch and hear, they better assimilate, understand and link the new information to that which they previously know. Students in effect actively construct knowledge and understanding with guidance from teachers during field trips and by so doing, the student’s knowledge widens and deepens as they continue to build new links between new information and experiences and their existing knowledge base. The nature of the links can take a variety of forms such as adding to, modifying or reorganizing existing knowledge or skills.

Educators reported the downward trend in academic performance of Nigeria students in science ( Ajagun 2001). Geography is among the science subject and in fact the failure rate in geography is even more alarming compared to other science subjects despite the fact that it is one of the popular science subject among students (Ogunleye 1999). In Science Curriculum, geography is one of the major science subjects whose pass at credit level determines the admissibility of student to study major professional science based courses at the university, (Lawal 2010). The failure rate in geography at the University level has continued to be a source of worry to curriculum planners, educationist’s, parents and the entire society at large. This is as a result of using an ineffective teaching method (Lawal 2010). Some of the factors identified as opposing effective teaching in Nigerian universities include: rote learning ((Usman 2008), lack of appropriate learning environment under which science teaching can take place (Bichi 2009); inadequate equipment and facilities (Okafor 2002); lack of opportunity for the child to have direct experience with learning materials (Bajah, 2002), and inappropriate use of teaching strategies (Adeniyi, 2004). To minimize the failure rate in geography, lecturers should be well armed with various teaching strategies which can be used alongside lecture method for the teaching of different concept in geography.

**2.2 THEORETICAL FRAMEWORK**

**The Constructivist Concept**

Theoretically, this work was based on the constructivist approach to learning. It is a learner-centre approach that emphasizes the importance of individuals actively constructing their knowledge and understanding with guidance from the teacher. In the constructivist view, teachers should not attempt to simply pour information into children’s mind. Rather, children should be encouraged to explore their world, discover knowledge, and reflect and think critically with careful monitoring with meaningful guidance from the teacher (Eby, Hervell, and Jordan, 2006; Halpern, 2006; Kafai, 2006). According to the constructivist, which I quite agree, children for a long time have been required to sit still, be passive learners, and rotely memorize irrelevant and as well as relevant information (Henson, 2004; Silberman, 2006). But today, there in emphasis on collaboration by the constructivist which is children working with one other in their efforts to know and understand (Bodrova and Leong, 2007; Heyson, Copple, and Jones, 2006).

**2.3 EMPERICAL REVIEW**

Ajaja, (2010), investigated the effect of field studies on leaning outcome in Biology. The major purpose of the study was to determine the effects the field experience on students’ knowledge of process and biology achievement. The design of the study was experimental involve pretest posttest control group design. The sample of the study consists of 100 biology students in two intact classes. Four research questions were used collapsed to four hypotheses. The first three hypotheses were tested with t-test statistic at 0.05 level of significance. The fourth hypotheses were tested with Pearson Product Moment Correlation Statistic. The major findings of the study included a significance difference in process of science scores between pretest and posttest of field trip students, a significant difference in process of science test scores between students exposed to field trip experiences and those who were not exposed a significant difference in biology achievement test scores between students exposed to field trip experiences and those who were not; and a strong correlation between process of science score and biology achievement score. It was concluded that field trip experience enhanced students understanding of process of science, improved students’ attitude toward biology and significantly influenced their biology achievement.

The Ajaja (2010) work on field trip and determines the effect of field studies on leaning outcome in biology. The present study investigated the effects of field trip on academic achievement and retention in ecology among senior secondary school students of rural and urban location in Zaria educational zone Kaduna state.

Michie (2000) investigated knowledge gains of two groups of high school biology students. His study covered a period of one mouth. He used students numbering sixty eight (68) made up of (34) experimental and 34 control groups were established, with the experimental group participating in a field (excursion). Posttests were given to both groups; knowledge gains were found to be significant only with the experimental group. The groups were reversed (control becoming experimental, and vice-versa), and a new unit of study was taught following the same procedures, the new experimental group showed more significant gains than did the new control group.

The impact of extended excursions was studied by Michie (2003) with 50 students who were taken to the coal fields of West Virginia on a ten-day trip. Students who had participated in the trip were judged to be superior in their abilities to evaluate tasks related to scientific inquiry when compared to 50 non-trip students, after t-test was used to analyse the data.

Mechie (1998) conducted a research on the factors influencing secondary science teachers to organize and conduct field trips. A series of interviews with 28 secondary science teachers was used to determine the influences on those teachers to take field trips. The interviews were evaluated using an interpretive methodology and indicate a range of influences. Science teachers are in general willing to use field trips as part of their pedagogy because they feel that their students need hands-on, real life experiences or to examine applications of science which augment their classroom studies.

Patrick (2010) conducted a research on the effect of field studies on learning outcome of senior school in biology achievement. The design of the study was experimental involve pretest, post-test control group design. The sample of the study consisted of 100 biology students in two interactive classes. Four research questions were raised and collapsed to four hypotheses. The first three hypotheses were tested with t-test statistics at 0.05 level of significance. The fourth hypothesis was tested with Pearson product Moment Correlation Statistics. The major findings of the study included: a significant difference in process of science scores between pre-test and post- test of field trip students; a significant difference in process of science test scores between students exposed to field trip experiences and those who were not exposed. A significant difference in biology achievement test scores between students exposed to field trip experiences and those who were not; and a strong correlation between process of science score and biology achievement score. It was concluded that field trip experiences enhanced students understanding of process of science, improved students’ attitude towards biology and significantly influenced their biology achievement.

The two studies that is Mechie (2000) and Patrick (2010), investigated the effects of field trip on students academic achievement. But the present study investigated the effects of field trip on academic achievement and retention in ecology among senior secondary school students of rural and urban location in Zaria educational zone Kaduna state.

Prince and Hein (2001) conducted a study in which they compared the results obtained from the use of an excursion technique with those of other teaching methods (lecture method). They found that with an increase in excursions there was an increase in investigating the phenomena associated with the experience, and demonstrated that the excursion technique was superior to class discussion for teaching material requiring comparisons and knowledge of concrete objects.

When testing the usefulness of field trip guidebooks, outlines, instructional materials, and associated techniques, Orion, (2000)found that classes that used the planned field trip technique learned more, retained more, and did better on tests than did those not participating in field trips.

Michie (2001) conducted an experimental evaluation of field trips for achieving informational gains in an earth science unit. He made use of one hundred and twenty students, sixty (60) were treated with field trip (the experimental groups) and went on excursions to sites of geologic interest, while sixty (60) students remained in the classroom (control groups) and reviewed the content through slides. Based on comparisons of pretest and posttest results, Michie concluded that superior students tend to profit more from field trips than do students with average to less-than-average ability, but that field trips may contribute to the understanding of scientific principles for all students.

A comparison of two instructional methods-field instruction and discussion-was undertaken in a study by Sorrentino and Bell (1970). They used 120 students. The students were grouped equally into experimental and control group. A unit on ecology was taught by both methods to separate groups of seventh graders. The data was analyzed using t-test. They found no significant gain from the experimental field treatment as compared to the traditional classroom discussion method, but noted that the field experience technique was as effective as the discussion technique.

The effectiveness of learning geology through field experiences was probed by N0vak, (2001).The study made a comparison of the field technique to the use of color slides with classroom discussion In none of the comparisons did the field trip group score significantly higher than did the group taught with slides.

In research conducted by MacKenzie and White (2000), the effects of field work on retention levels were examined with one hundred and fifty (150) students among eighth and ninth graders in Australia. Three groups of students were involved. The same general learning programme was employed in all treatments, but with different approaches to the excursion phase; there was an active processing excursion group which comprises 50 students, a traditional passive excursion group, 50 students in a group that did not have field work. Two tests were given, one on achievement of unit objectives and the other on formation of episodes and linking them with other knowledge items. Both tests were given prior to formal instruction; posttests were given during the summer holidays, just prior to the beginning of the new school year. Posttest results indicated that the students who had field work performed better than did students who did not have either field component of instruction. Retention was superior in the group that participated in the active excursion program.

To evaluate the effects of field activities on student learning, Kern and Carpenter (2000) conducted a study with two sections of a college laboratory course in earth science. One section involved primarily classroom activities using a laboratory manual, while fieldoriented activities were employed in the other. Comparisons of the performance of the two classes at the end of the term revealed almost identical levels of lower-order learning (recall), but higher-order skills were demonstrated to a greater degree by the field-oriented section, indicating an enhanced ability to apply the information acquired.

David (2006) the study was on the comparative effect of different museum tours on children attitudes and learning. The study involved 200 students in 6 tours of the natural History Gallery of the British provincial museum in Victoria. The t-test was used to analyse the data collected after posttest. This study concluded that students of grades 5, 6 and 7 had significantly greater learning when they participated in a more structured tour.

Fred, (2007) States that biological science trip has long been recognized as a teaching device since it present the concept being studied in its natural environment. Studies conducted by Aklugemidu, (1994), on the use of excursion showed that field trip stimulate student’s interest in learning and allows for more retention of knowledge. He also reported that field trip enable students to see things in their true situation and translate classroom theory into practice. Studies also conducted by Urulor, (2000) showed that a greater percentage of what is heard, see and touched during field trip is remembered than what is merely heard.

Field trip, if properly planned, it affords the students the opportunity to become actively engaged in observing, collecting, classifying studying relationships and manipulate objects. A field trip is one of the most enjoyable and exciting experience for students studying biology which has a lot to do with living organisms and their environment, Tete, 2007). In excursion, the students and teachers observe people and machines, equipment and materials in industries, companies and offices to see for themselves, those things they have been taught and learned theoretically ( Aliyu, 2008).

In addition Turton, (2007) Observes that, if field trip is properly Planned, it affords the students the opportunity to become actively engaged in observing collecting, classifying, studying relationships and manipulate objects in Biology. Kristen, (2007), states that Field trips can be an essential part of learning, if they are used properly. They provide a hand- on experience that cannot be completely duplicated in the classroom.

Furthermor, Klawe and Levenwson , (2002), stated that, field trip, when properly used can create enriching experiences that provide meaningful, long- lasting learning in the learner. Field trips early provide the concrete, hands – on experiences that the learner need Kay (2008), also stated that field trips are an interactive and engaging method of learning in environment outside the classroom. Whether planning a zoo expedition with elementary school children or ecology fields study research with college students. According to Jean ( 2001) stated that, the undoubted interest which young starts have in living things at once an advantage and a trap to the teacher of biology. Christopher (2010) outlines the benefit of field trip as follow:

Field trips bring classroom study alive for students and help them remember and relate to what they have learned. They provide rich resources that can rarely be approximated in the classroom. They also help connect school to the world. Field trips provide new cultural contexts for literature and provoke questions. Field trips stimulate and focus class work by helping students synthesize information.

Kemakilan (1994) observes from his own studies that excursion has several advantages for students contemplating choosing a vocation. He said that it is not only creating job awareness but has the advantage of preparing students for occupation and of the requirements training opportunity offered.

Fred, (2007) Conducted research on the field trip in Biology in the New York City. Two groups of incoming freshmen in a New York City High School were selected on the basis of the “Otis Mental Ability Test.” The groups, designated as “A” and “B” each consisted of two Hundred and one pupils although later in the experiment the number dropped to one hundred and ninety-four. Groups “A” had an Intelligent Quotient average of 103.75 and group “B” an Intelligence Quotient average of 102.09. After the groups were post tested and t-test was used to analysed the data, the result demonstrated that, groups exposed to field trip teaching strategy achieved more significantly than their counter part that were strictly taught in the class using lecture method.

Another research was conducted by Aliyu, (2008) on education excursions and students achievement in Business studies. The result shows that the performance of both the experimental and control groups in business studies after the excursion remain the same.

In addition Maikano, (2010) make comparism between outdoor and indoor laboratory teaching strategies on 200 secondary schools students academic achievement and retention in ecology. After t-test was used to analyse the posttest result, the result implies that, the experimental group taught ecological concept using the outdoor laboratory approach achieved significantly higher than the control group taught the same concept using the indoor laboratory.

Also Urulor (2000) in his study on excursion among 140 studnets grouped equally into a experimental and control. Anova was used to analyse the post test result which showed that the results of his experiment placing the experimental group who were taught using excursion approach are better in terms of performance after the experimental treatment, than control group who were taught the same concept using lecture method.

**CHAPTER THREE**

**RESEARCH METHODOLOGY**

**3.1 RESEARCH DESIGN**

Research designs are perceived to be an overall strategy adopted by the researcher whereby different components of the study are integrated in a logical manner to effectively address a research problem. In this study, the researcher employed the survey research design. This is due to the nature of the study whereby the opinion and views of people are sampled.

**3.2 POPULATION OF THE STUDY**

According to Udoyen (2019), a study population is a group of elements or individuals as the case may be, who share similar characteristics. These similar features can include location, gender, age, sex or specific interest. The emphasis on study population is that it constitute of individuals or elements that are homogeneous in description.

This study was carried out to investigate the study into the influence of field study on academic performance of geography students using Geography Department, Uniben as the case study. The students of Geography Department, Uniben constitute the population of this study.

**3.3 SAMPLE SIZE DETERMINATION**

A study sample is simply a systematic selected part of a population that infers its result on the population. In essence, it is that part of a whole that represents the whole and its members share characteristics in like similitude (Udoyen, 2019). In this study, the researcher adopted the simple random sampling (srs.) method to determine the sample size.

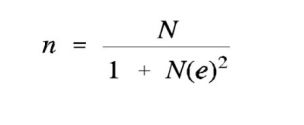
**3.4 SAMPLE SIZE SELECTION TECHNIQUE AND PROCEDURE**

The Taro Yamane (1967:886) provides a simplified formula to calculate sample sizes.

**Assumption**

95% confidence level

P = .5



n= 2,200/1+2,200 (0.05)2

n= 2,200/1+2,200 (0.0025)

n= 2,200/1+5.5

**n=338**

Therefore, for this study, the sample size is 338

**3.5 SOURCES OF DATA COLLECTION**

The research instrument used in this study is the questionnaire. A 10 minutes survey containing 19 questions were administered to the enrolled participants. The questionnaire was divided into two sections, the first section enquired about the responses demographic or personal data while the second sections were in line with the study objectives, aimed at providing answers to the research questions.

**3.6 METHOD OF DATA ANALYSIS**

The responses were analysed using the frequency tables, which provided answers to the research questions. The hypothesis was tested using Pearson Correlation SPSS v23.

**3.7 VALIDITY AND RELIABILITY OF THE STUDY**

The reliability and validity of the research instrument was determined. The Pearson Correlation Coefficient was used to determine the reliability of the instrument. A co-efficient value of 0.68 indicated that the research instrument was relatively reliable. According to (Taber, 2017) the range of a reasonable reliability is between 0.67 and 0.87.

**CHAPTER FOUR**

**DATA PRESENTATION AND ANALYSIS**

**4.1 Data Presentation**

The table below shows the summary of the survey. A sample of 388 was calculated for this study. Both online and off-line questionnaire distribution was made. A total of 258 responses were received, while a total of 230 were validated. This was due to irregular, incomplete and inappropriate responses to some questionnaire. For this study a total of 230 was validated for the analysis.

**Table 4.1: sample Survey**

|  |  |  |
| --- | --- | --- |
| **Questionnaire** | **Frequency** | **Percentage** |
| Sample size | 388 | 100 |
| Received | 258 | 66.5 |
| Validated | 230 | 59.2 |

**Table 4.2: Demographic data of respondents**

|  |  |  |
| --- | --- | --- |
| **Demographic information** | **Frequency** | **percent** |
| Gender  Male |  |  |
| 101 | 44% |
| Female | 129 | 56% |
| Level |  |  |
| 100 | 35 | 15% |
| 200 | 74 | 32% |
| 300 | 65 | 28% |
| 400 | 56 | 25% |
| Religion |  |  |
| Christian | 210 | 95% |
| Muslim | 20 | 5% |
| Age |  |  |
| 18-22 | 79 | 34% |
| 23-30 | 112 | 48% |
| 30+ | 39 | 18% |

**Source: Field Survey, 2020**

**4.3 Analysis of Research Question**

***Question 1:*** Do you go on field study in your department?

***Table 4.3:***  Respondent on do you go on field study in your department.

|  |  |  |
| --- | --- | --- |
| **Options** | **Frequency** | **Percentage** |
| Yes | 230 | 100 |
| No | 0 |  |
| **Total** | **230** | **100** |

Field Survey, 2020

From the responses obtained as expressed in the table above, all the respondents constituting 100% said yes that they do go on field study in their department. There was no record of no.

***Question 2:*** Do you think field study has a positive influence on the academic performance of geography students?

***Table 4.4:***  Respondent on field study has a positive influence on the academic performance of geography students.

|  |  |  |
| --- | --- | --- |
| **Options** | **Frequency** | **Percentage** |
| Yes | 210 | 92% |
| No | 20 | 8% |
| **Total** | **230** | **100** |

Field Survey, 2020

From the responses obtained as expressed in the table above, 92% of the respondents said yes while the remaining 8% said no.

***Question 3:*** Do you think field study helps in the understanding of geography as a subject?

***Table 4.5:***  Respondent on field study helps in the understanding of geography as a subject.

|  |  |  |
| --- | --- | --- |
| **Options** | **Frequency** | **Percentage** |
| Yes | 230 | 100 |
| No | 0 |  |
| **Total** | **230** | **100** |

Field Survey, 2020

From the responses obtained as expressed in the table above, all the respondents constituting 100% said yes that field study helps in the understanding of geography as a subject. There was no record of no.

***Question 4:*** Do you think there are limitations associated with field study in the field of geography?

***Table 4.6:***  Respondent on limitations associated with field study in the field of geography.

|  |  |  |
| --- | --- | --- |
| **Options** | **Frequency** | **Percentage** |
| Yes | 230 | 100 |
| No | 0 |  |
| **Total** | **230** | **100** |

Field Survey, 2020

From the responses obtained as expressed in the table above, all the respondents constituting 100% said yes that limitations associated with field study in the field of geography. There was no record of no.

***Question 5:*** Do you think there is a significant relationship between field study and academic performance of geography students?

***Table 4.7:***  Respondent on significant relationship between field study and academic performance of geography students.

|  |  |  |
| --- | --- | --- |
| **Options** | **Frequency** | **Percentage** |
| Yes | 199 | 90 |
| No | 31 | 10 |
| **Total** | **230** | **100** |

Field Survey, 2020

From the responses obtained as expressed in the table above, 90% of the respondents said yes while the remaining 10% said no.

**4.4 Test of Hypotheses**

HO: There is no significant relationship between field study (FS) and academic performance (AP) of geography students

HA: There is significant relationship between field study (FS) and academic performance (AP) of geography students

**Level of significance**: 0.05

**Decision Rule:**

In taking decision for “r”, the following riles shall be observed;

1. If the value of “r” tabulated is greater than “r” calculated, accept the alternative hypothesis (H1) and reject the null hypothesis (H0).
2. If the “r” calculated is greater than the “r” tabulated, accept the null hypothesis (H0) while the alternative hypothesis is rejected

| **Table 4.11: Correlations between field study and academic performance** | | | |
| --- | --- | --- | --- |
|  |  | There is significant relationship between FS and AP | + relationship between FS and AP |
| There is significant relationship between FS and AP | Pearson Correlation | 1 | **.849\*\*** |
| Sig. (2-tailed) |  | **.000** |
| N | 230 | 50 |
| + relationship between FS and AP | Pearson Correlation | **.849\*\*** | 1 |
| Sig. (2-tailed) | **.000** |  |
| N | 230 | 50 |
| **\*\*. Correlation is significant at the 0.05 level (2 tailed).** | | |  |

**Conclusions based on the decision rule**:

Since the p-value (0.000) is less than the level of significance, we reject the null hypothesis and conclude that there is a significant relationship between FS and AP. The nature of the relationship between FS and AP is positive.

**CHAPTER FIVE**

**CONCLUSION AND RECOMMENDATION**

**5.1 Conclusion**

From the findings the following conclusions can be made

This study was carried out to investigate a study into the influence of field study on academic performance of geography students using geography department, Uniben as a case study.

Fieldtrip Strategy appears to have a better record of success in increasing students’ motivation to learn and enhancing higher academic achievement. Students taught Geography using Fieldtrip Strategy in this study performed significant than those taught using conventional method. However, the strategy has shown not to be gender friendly in that male students achieved better results in geography than their female counterparts. Fieldtrip teaching strategy therefore, could be used to address the problems of students’ underachievement in tertiary institutions geography. The findings shows that Problems hindering the use of field trips include limitation of funds, time constraints, transportation problems, difficulty in obtaining parental permission.

**5.2 Recommendations**

The following recommendations were made

i. Extensive field trips should be organized by schools so as to expose the students to events outside the classroom.

ii. Government should provide funds for schools for regular field trips

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APPENDIXE

QUESTIONNAIRE

**Appendix**

Gender

Male [ ] Female [ ]

Level

100 [ ] 200 [ ] 300 [ ] 400 [ ]

Religion

Christian [ ] Muslim [ ]

Age

18-22 [ ] 23-30 [ ] 30+ [ ]

Do you go on field study in your department?

|  |  |
| --- | --- |
| **Options** | **Tick here** |
| Yes |  |
| No |  |

Do you think field study has a positive influence on the academic performance of geography students?

|  |  |
| --- | --- |
| **Options** | **Tick here** |
| Yes |  |
| No |  |

Do you think field study helps in the understanding of geography as a subject?

|  |  |
| --- | --- |
| **Options** | **Tick here** |
| Yes |  |
| No |  |

Do you think there are limitations associated with field study in the field of

|  |  |
| --- | --- |
| **Options** | **Tick here** |
| Yes |  |
| No |  |

Do you think there is a significant relationship between field study and academic performance of geography students?

|  |  |
| --- | --- |
| **Options** | **Tick here** |
| Yes |  |
| No |  |