

# A Detailed Analysis of Field Trip/Edu-Trip Use in the Teaching and Learning of Primary Education Courses at Educational Colleges in Lagos State

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**Abstract:** *Field trips are crucial for children's intellectual development, however different people have varying opinions about them. This study investigates how field trips affect the teaching and learning of primary education courses in Lagos state's schools of education. This study used a pre-post quasi-experimental design for its investigation. All of Lagos State's educational institutions were represented in the population. 118 pre-service teachers majoring in primary education were utilized as a sample to choose one public and one private college of education in Lagos State. The schools were divided into an experimental and a control group at random. While the control group received the usual form of instruction, the experimental group participated on an edu-trip. The therapy was an edu-trip, whereas the control group received a placebo. The research tool was dependable tested at ( $r=0.94$ ) and validated by primary education specialists. Analysis of Covariates (ANCOVA) was utilized to assess the research hypotheses while descriptive statistics such as mean and percentage were employed to analyze the demographic data. The results showed that there is a considerable impact of therapy on elementary education courses' teaching and learning in colleges of education ( $F_{(1; 113)} = 264.448, P < 0.05$ ); that there is no significant field-trip strategy on pre-service primary education teachers' teaching and learning ( $F_{(1; 113)} = 1.422; P > 0.05$ ); and that there is no significant interaction effect of treatment and school type on field-trip strategy on pre-service primary education teachers' teaching and learning ( $F_{(1; 113)} = 1.538; P > 0.05$ ). It is clear that edu-field trips enhance the teaching and learning of aspiring primary school teachers in institutions of education. According to the study's findings, field trips and educational tours planned by schools can facilitate the teaching and learning of aspiring primary teachers who are enrolled in colleges of education. And per the study's findings, it is advised that, among other things, field trips be promoted to pre-service primary education students in order to enhance the teaching and learning process in classrooms..*

**Key words:** Field trip, pre-service teachers, primary education, excursion, colleges

## Introduction

In order to provide students the opportunity to try new things, have interesting experiences, and learn valuable life lessons, field trips take them to locations other than the conventional classroom. A field trip can take students to any number of sites, giving them the chance to experience a wide range of activities firsthand and expose them to new sights. A field trip could take place simply around the corner or involve taking a bus to a different town. The purpose of a field trip is to learn, experience a new atmosphere, and have the opportunity to try new things, regardless of the location that is visited.

The primary goal of a field trip is typically observation for educational purposes, non-experimental research, or to provide kids experiences outside of their regular routines, such as going camping with professors and their peers to make some discoveries. The destination of the field trip might complement the existing curriculum. There may be travels to unconnected but nevertheless important places. A trip to the planetarium, for instance, can improve the course material if your class is studying planets. However, you could also plan a field trip to the zoo or aquarium. The experiences may not match the lesson about the primary goal of a field trip is typically observation for educational purposes, non-experimental research, or to provide students experiences outside of their regular routines. For example, kids might go camping with teachers and their peers to learn some new things. Nonetheless, animals or marine life can provide insightful chances for learning. In order to successfully introduce new questions, concerns of daily life, and find answers for them to develop knowledge, field trips aim to give students a variety of perspectives on the world and ways of connecting with it (Azimi, 2020)

Even while field trips are important for kids' educational growth, poorly planned ones could be a waste of time and money. It could be challenging to carry out from the outside, especially if a great distance is involved. According to Oziel (2019), accident may occur in the course of field trip which may result in extra financial expenses on the part of the school, parents and even the students.

There are several types of field trip: Sight-seeing typology, Language and Culture related typology, Educational related Field Trip, Gardening and Farming Field Trip, Manufacturing/Company Facility Field Trip, Eco-adventure Field Trip, and Business Educational Trip.

Prem (2012) claims that the goal of a field trip is to improve the curriculum, provide students with hands-on learning opportunities, practical skills like taking notes, and involvement in real-world situations that make learning more relevant and memorable. According to Prem (2012), field trips can diversify the routine instructional program and help students understand the value and significance of what they learn in the classroom. According to Amosa, Ogunlade, and Atobatele (2015), field trips are a key component of effective and efficient teaching and learning. Zumyil (2019) concurred that, when planned well, field visits give students the chance to get actively involved in watching, collecting, classifying, investigating relationships, and manipulating items. They also give them the chance to have a deeper grasp of specific ideas and occurrences. For scientific students, especially those studying biology, it is one of the most engaging and fascinating experiences (Zumyil, 2019). There is need, therefore, for teachers to get acquainted with the methods that are suitable or effective in teaching in their subjects. Dorgu (2015) pointed out that good teachers follow no one method, instead they use whatever methods or materials that seem best for the particular combination of individual situations. The current study examines how field trips affect primary education teaching and learning in colleges of education. Regardless of their existing interest in a topic, field trips introduce students to new experiences and can improve interest and engagement in studies (Omeodu & Abara, 2018). While on field trips, students hone their observational, perceptual, and reporting skills by using all of their senses (Shakil, Faizi & Hafeez, 2011). Ogaju (2019) looked into how edu-trip affected the way that primary school courses were taught and learned in tertiary institutions. 136 undergraduates from three separate institutions made up the study's sample, and its results were analyzed using analysis of covariate. The study found a considerable impact on the teaching and learning of pre-service primary education teachers in postsecondary institutions. The academic performance of students in colleges of education is not enhanced by field trips, according to a different study by Bago (2020). Bago continued by saying that there are other elements that could have an impact on the outcome, including student engagement in the field trip, travel time to school, and more. According to Ogaju (2019), there is no discernible impact of edu-trip on the teaching and learning of primary education courses by undergraduates at public and private institutions of higher learning.

### **Statement of the Problem**

Field trips are occasions when an outside experience is incorporated into a certain course. Fieldwork might take the shape of excursions to pertinent areas or it can be more project-based, requiring repeated visits or work at one location by students as part of a course requirement. School and teachers use field trips as an educational approach or method to broaden the curriculum's focus. Indisputable educational possibilities abound on field trips since children learn best from first-hand experiences rather than from reading or hearing about something or a phenomena. Compared to traditional classroom training, it promotes participation in a real-world experience, which makes learning more relevant and remembered. Students are supposed to learn how to analyze their experiences, produce reports or thank-you letters after the trip, and enhance their questioning skills. Field trips are often interesting and engaging learning opportunities that assist students develop positive attitudes toward related classroom activities. They can add variety to the routine educational calendar. This study's analysis of the variables influencing the usage of field trips in the teaching and learning of primary education courses in Nigerian institutes of education is done in the context of this backdrop. This is done to guarantee that field trips are effective and that their goals are met.

### **Research Hypotheses**

Three hypotheses were formed for this study, these are:

1. There is no significant main effect of field-trip strategy on pre-service primary education teachers' teaching and learning in colleges of education in Lagos state.
2. There is no significant main effect of field-trip strategy on pre-service primary education teachers' teaching and learning in public and private colleges of education in Lagos state
3. There is no significant interaction effect of field-trip strategy on pre-service primary education teachers' teaching and learning in public and private colleges of education in Lagos state

### **Methodology**

This study used a pre-post quasi-experimental design for its investigation. A simple random selection technique was used to choose one public and one private college of education from among all the colleges of education in Lagos State. One hundred eighteen (118) pre-service teachers majoring in primary education made up the sample. The schools were divided into an experimental and a

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comparison group at random. While the control group received the usual form of instruction, the experimental group participated on an edu-trip. The control group received a placebo while the treatment group had an educational trip. The research tool was dependable tested at ( $r=0.94$ ) and validated by primary education specialists. Analysis of Covariates (ANCOVA) was utilized to assess the research hypotheses, while descriptive statistics such as mean and percentage were used to analyze demographic data.

## Results

Table 1: Demographic Information of the groups

| Groups                | No of Pupils' | Percentage (%) |
|-----------------------|---------------|----------------|
| Experimental (Public) | 56            | 47.5           |
| Control (Private)     | 62            | 52.5           |
| Total                 | 118           | 100            |

Table 1 shows the demographic information of the group (edu-trip and control groups). There were fifty-six (56) students in experimental group having (47.5%), while the control group had sixty-two (62) students having (52.5%). There were one hundred and eighteen (118) pre-service students altogether.

## Research Hypotheses

H<sub>01</sub>: There is no significant main effect of field-trip strategy on pre-service primary education teachers' teaching and learning in colleges of education in Lagos state

Table 1: Summary of Analysis of Covariance (ANCOVA) showing the Main effect of field-trip strategy on pre-service primary education teachers' teaching and learning

| Source                     | Type III Sum of Squares | df  | Mean Square | F       | Sig. |
|----------------------------|-------------------------|-----|-------------|---------|------|
| Corrected Model            | 669.767 <sup>a</sup>    | 6   | 167.442     | 125.411 | .000 |
| Intercept                  | 333.135                 | 1   | 333.135     | 249.512 | .000 |
| Pretest                    | 2.818                   | 1   | 2.818       | 2.111   | .153 |
| <b>Main Effect</b>         |                         |     |             |         |      |
| Treatment                  | 353.076                 | 1   | 353.076     | 264.448 | .000 |
| School type                | 1.898                   | 1   | 1.898       | 1.422   | .239 |
| <b>Two Way Interaction</b> |                         |     |             |         |      |
| Treatment* schooltype      | 2.053                   | 1   | 2.053       | .282    | .221 |
| Error                      | 62.752                  | 113 | 1.335       |         |      |
| Total                      | 111811.000              | 118 |             |         |      |
| Corrected Total            | 732.519                 | 118 |             |         |      |

a. R Squared = .914 (Adjusted R Squared = .907)

Table 1 shows the effect of field-trip strategy on pre-service primary education teachers' teaching and learning. There was significant main effect of field-trip strategy on pre-service primary education teachers' teaching and learning ( $F_{(1; 113)} = 264.448$ ,  $P < 0.05$ ). The hypothesis is therefore rejected in the light of the result since the significant value (.000) is less than 0.05. This implies that treatment had significant effect on pre-service primary education teachers' teaching and learning.

Table 2: Summary of estimated marginal means with the Groups

| Group      | Mean   | Std. Error | 95% confidence intervals for difference |             |
|------------|--------|------------|---|-------------|
|            |        |            | Lower Bound                             | Upper Bound |
| Field-trip | 18.551 | .303       | 6.566                                   | 8.420       |
| Control    | 11.057 | .269       | -8.420                                  | -6.566      |

Table 2 reveals that the significant main effect exposed by table 2 is as a result of the significant difference between Field-trip and Conventional method. This implies that those exposed to Field-trip (Mean = 18.551) performed better than those exposed to control group who had (mean = 11.057).

Table 3: Summary of Bonferroni's Post Hoc Pairwise Comparison of the scores within the two groups

| Treatment           | Mean Difference | Experimental | Control Group |
|---------------------|-----------------|--------------|---------------|
| Field-trip          | 18.551          | *            |               |
| Conventional Method | 11.057          |              | *             |

Table 3 reveals that the significant main effect exposed by table 1 is as a result the significant difference between field-trip and conventional method. Field-trip refers to experimental groups, while conventional method is known as control group. This implies that those exposed to Field-trip (18.551) performed better than those exposed to conventional method (11.057).

**Research Hypothesis Two:** There is no significant main effect of field-trip strategy on pre-service primary education teachers' teaching and learning in public and private colleges of education in Lagos state.

Table 1 also reveals the field-trip strategy on pre-service primary education teachers' teaching and learning in public and private colleges of education in Lagos state. There was no significant field-trip strategy on pre-service primary education teachers' teaching and learning ( $F_{(1, 113)} = 1.422$ ;  $P > 0.05$ ). The hypothesis is therefore not rejected in the light of the result since the significant value (.239) is greater than 0.05. This implies that school type had no significant effect field-trip strategy on pre-service primary education teachers' teaching and learning

**Research Hypothesis Three:** There is no significant interaction effect of treatment and school type on field-trip strategy on pre-service primary education teachers' teaching and learning.

Table 1 also reveals the interaction effect of treatment and school type on field-trip strategy on pre-service primary education teachers' teaching and learning. There was no significant interaction effect of treatment and school type on field-trip strategy on pre-service primary education teachers' teaching and learning ( $F_{(1, 113)} = 1.538$ ;  $P > 0.05$ ). The hypothesis is therefore not rejected in the light of the result since the significant value (.221) is greater than 0.05. This implies that interaction of treatment and school type had no significant effect of field-trip strategy on pre-service primary education teachers' teaching and learning.

### Discussion of findings

This study demonstrated a significant impact on the learning and teaching of aspiring primary education teachers. The learning and instruction of aspiring primary education teachers may benefit from field trips, according to this. Field visits have been demonstrated to dramatically improve and enhance pre-service teachers' teaching and learning in a manner similar to this. This result backs up that of Ogaju (2019), who looked into how edu-trip affected elementary education courses being taught and learned in tertiary institutions. 136 undergraduate students from three separate colleges made up the study's sample. Results were analyzed using covariate analysis. The study found a strong impact of edu-trip on the teaching and learning of pre-service primary school teachers in higher institutions. The academic performance of college-bound education students is not enhanced by field trips, according to a subsequent study by Bago (2020). Bago went on to say that there are numerous possible causes for the outcome, including the pupils' enthusiasm in the field trip and the travel time to school.

The study also showed that the choice of school had no discernible impact on the planning of field trips. on the teaching and learning of primary education teachers who are in training. This finding suggests that regardless of the disparities in school types, field trips increased the learning and teaching of pre-service teachers from both public and private schools. This study confirms Ogaju's (2019) findings that edu-trip had no discernible impact on undergraduates in public and private institutions' teaching and learning of basic education courses. Finally, the teaching and learning of pre-service primary education teachers were not significantly affected by the interaction between the field-trip technique and school type. This result showed that there are no discernible differences in the effects of field trips on public and private students.

### Conclusion

The results of this study indicated that there was a significant impact on the learning and instruction of aspiring primary education teachers. This implies that field visits aid in the instruction and learning of prospective primary education teachers. The teaching and learning of pre-service teachers have been demonstrated to drastically change and improve after field trips.

### Recommendations

Based on the findings of the study, it is recommended that:

1. Pre-service primary education students should be encouraged to use field-tip to improve teaching and learning process in schools
2. Public and private pre-service teachers studying primary education should be exposed to several learner centered methods used in the classroom to promote active learning.
3. Colleges of education should regularly organize field trips to educative places in order to promote first hand learning for pre-service teachers studying primary education.

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