

Influence of Field Trip on the Development of Students Interest Towards Studying Fine And Applied Arts

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Abstract

The study investigated the influence of field trip on the development of students' interest towards studying fine and applied arts. Two research questions and one hypothesis were formulated to guide the study. All the J.S.2 students (totalling 310) from the three government owned secondary schools that offer fine and applied arts in Orumba South Local Government area in Anambra state were used. Mean and standard deviation were used to analyse the two research questions while Z-test was used to analyse the only hypothesis used for the study. Result of the study showed that; field trip increased students' interest towards studying fine and applied art theory and practicals. Male interest towards studying fine and applied art after embarking on field trip is slightly higher than their female counterpart but the difference is not significant at 0.05 alpha level under 56 degree of freedom. Recommendations were given.

Introduction

Art is a human conception made manifest through the skilful use of a medium. Art is like life; it is everywhere and is meant to give pleasure and joy to human beings. Fine and applied arts which is a branch of art is art forms that creates works that are primarily visual in nature, it is an activity that translates an idea into a blue print for something useful.

Uzor [10] asserted that scientists can invent technologies, manufactures can make products, engineers can make them function and marketers can sell them but only fine and applied artists can combine insight into all these things and turn a concept into something desirable, viable and commercially successful and add value to people's lives.

In Nigerian secondary schools, fine and applied art education is studied under

sculpture, ceramics, textiles, graphics, painting and craft. The role of fine and applied art cannot be over emphasized. Wamgboje [9] posits that it deals with the emotions as well as the intellect of man. The expression of ideas feelings and mood in a relaxed atmosphere, the opportunity to solve problems in an individual way are attributes which fine and applied art brings to the curriculum. For short, fine and applied art is a subject whose value when properly channelled to their most effective use, should play a major role in shaping man's general development so that he can live a full, contented and balanced life.

Regrettably fine and applied art has not been adequately appreciated in Nigeria. Egonwa [3] blames the problems of art in Nigeria on official injustices meted to the subject by those in authority. Among the

injustices he listed was: Negative value orientation of parents, teachers, school head and administrators.

Mkpa [4] traced the social and moral decay in our society to neglect of importance of art in our school. This has adversely affected the interest of secondary school students towards studying fine and applied art.

The method adopted by a teacher to communicate ideas to students can affect his interest and performance in the subject being taught [8]. Among the methods recommended for teaching fine and applied arts is field trip. Unfortunately, greater number of art teachers scarcely adopts it in teaching.

Field trip method of teaching is an educational visit, a journey made by a group of people, often students to study something in its natural environment. It is an excursion taken to the actual location being taught for the purpose of making relevant observation and also for obtaining some specific information [1] about a particular population or phenomenon and experience which ordinarily are not available within the conventional classroom or studio.

During art excursion, students are encouraged to observe, learn techniques and styles of rendering, collect materials, take photograph of relevant works/scenes, ask and answer questions on the spot and appreciate works of art. Thus, increasing and improving their ability to perceive analyse and critique art works.

Efebo [2] stated that the use of field trip enables students to become creative, learn to observe things better and enhance their listening skills. Similarly, Nzeribe and Sawa [5] asserted that field trip offers students' opportunity of seeing the real situation of things they were taught in class thus making topics or concepts more vivid and retention better.

Furthermore, Agbem [11] asserted that field trip promotes intrinsic rather than extrinsic motivation in students. This implies that students who participate in

field trip receive satisfying intellectual thrill or self satisfying record.

Following these assertions, the question is, if field trip is applied in teaching fine and applied arts in secondary schools, will it positively or negatively influence students' interest toward studying art?

Purpose of Study

The study sought to find out:

1. The influence of field trip on the development of students' interest towards studying fine and applied arts theory.
2. The influence of field trip on gender on the development of students' interest towards studying fine and applied art practicals.

Research Questions/Hypothesis

1. What is the influence of field trip on the development of students' interest towards studying fine and applied art theory?
2. What is the influence of field trip on gender on the development of students' interest towards studying fine and applied art practical?

Ho: There is no significant difference between the mean influence of field trip on the development of male students interest and female students interest towards studying fine and applied arts ($P < 0.05$).

Design of the Study

The design employed in this study was a descriptive survey. The population consisted of all the junior secondary school two (JSS 2) students from the three (3) Government owned secondary schools that offer fine and applied art education in Orumba South local government area of Anambra state numbering 184 females and 126 males respectively. A total number of 310 students made up the population used for the study.

All the students used for the study took a field trip to all the departments in the school of fine and applied arts, federal

college of education (T) Umuze. After that the researchers developed structured questionnaire on influence of field trip on development of students' interest towards studying fine and applied arts. The instrument was validated by one expert in measurement and evaluation and one expert in art education. Direct approach was used in administering questionnaire to ensure 100% return. The two research

questions designed in 5-point likert scale were analysed with mean and standard deviation while hypothesis was tested with Z test at alpha level of 0.05.

For the two research question 3.5 was used as the cut of point. Thus, any response with mean score 3.5 and above was regarded as accepted (agreed) while response below 3.5 was rejected (i.e disagreed).

Research Question 1

What is the influence of field trip in the development of secondary school students' interest towards studying fine and applied arts theory?

Table 1: Mean Response of Influence of Field Trip on the Development of Students Interest Towards Studying Fine and Applied Arts theory?

S/N	ITEMS	\bar{X}	SD	Remarks
1	My engagement in field trip enabled me to develop interest in learning how to observe, understand and critique art	4.48	0.84	accepted
2	I like staying in art class to study concepts in fine and applied arts after participating in field trip	4.2	0.95	accepted
3	Work of paintings I saw during field trip has motivated me to develop interest in studying art movements and their styles of rendering.	3.85	1.07	Rejected
4	Since I came back from field trip I like spending my leisure time in solving problems in fine and applied arts.	3.3	1.17	Rejected
5	Since I came back from field trip, I derive pleasure in studying Nigeria artistic heritage – Nok, Benin, Ife and Igbo Ukwu art	3.63	1.06	Accepted
6	I have developed interest in art appreciation works of art after participating in field trip.	2.26	1.06	Rejected
7	Field trip to art institution increased my interest to study about great Nigerian contemporary artists	4.2	0.97	Accepted
		$\bar{GX}=3.70$	GSD=1.02	

The grand mean is 3.70 while grand standard deviation is 1.02. The table above revealed that items 1,2,3,5 and 7 scored mean above 3.5 which fell under accepted region, while items 4 and 6 scored a mean below 3.5 which is rejected. Overall result

show that majority of the respondents are of the view that field trip has a positive influence in the development of students interest towards studying fine and applied art theory

Research Question 2:

What is the influence of field trip in the development of students' interest towards studying fine and applied art practicals?

Table 2: Mean Response Score of the Influence of Field Trip on the Development of Students Interest Towards Studying Fine and Applied Art Practical?

S/N	ITEMS	\bar{X}	SD	Remarks
1	My participation in field trip has increased my interest in producing craft work with "found" objects.	4.16	1.01	Accepted
2	Field trip has aroused my interest in learning how to design posters and logos	4.30	0.98	Accepted
3	As a result of engaging in field trip my interest in carving has increased greatly	4.28	0.94	Accepted
4	Ceramic wares I saw during field trip has aroused my interest in learning pottery making.	3.93	1.05	Accepted
5	Since I came back from field trip I spend more time learning how to do tie dye and cloth weaving.	2.11	1.14	Rejected
6	My interest has increased greatly in print making as a result of what I learned during field trip.	3.18	1.26	Rejected
7	Participation in field trip has increased my interest in doing painting	3.01	1.19	Rejected
8	After taking field trip to art institution my interest in life and general drawing has remarkable increased.	3.66	1.14	Accepted

Grand X = 3.58; Grand SD = 1.09

Result from table 2 show that item 1,2,3,4 and 8 has mean scores above 3.5 respectively. On the other hand, items 5, 6, and 7 scored mean below 3.5 respectively

and they fall within rejection region. Overall the grand mean is 3.58 while the grand standard deviation is 1.09

Hypothesis 1: There is no significant difference between mean influence of field trip on male and female students' interest towards studying fine and applied art practicals.

Table 3: Z –Test of difference on the influence of field trip on male and female students' interest towards studying fine and applied art practicals.

Variable	NO	\bar{X}	SD	df	Standard error	Z-cal	Zcrit	Decision
Male Interest	126	3.62	1.05	56	0.124	0.403	1.96	N.S
Female interest	3.57	1.02						

N/B = NS – not significant at 0.05 alpha level

Data in table 3 show the calculated Z score of 0.40 at 56 degrees of freedom. Although the mean score of male interest of 3.62 is higher than that of female (which is 3.57), the difference in the mean score is not statistically significant $P < 0.5$.

This is because the calculated Z value of 0.40 is less than critical value of 1.96. Therefore the null hypothesis is accepted. This implies that the interest of male and female does not differ significantly

remarkably after their participation in field

Discussion

The findings in table 1 shows that, majority of the items have mean scores greater than 3.5 which is the cut off point used for the study. Most of the students were of the opinion that field trip increased their interest in studying; how to observe, understand and critique art works, about art movements and styles, Nigerian artistic heritage and history of great renowned artists. Similarly most students agreed that due to the increase in their interest in art after field trip they no longer absent themselves from taking fine and applied art lessons. These responses buttress the fact that field trip has made a remarkable influence in students' interest towards studying fine and applied art. This finding is in agreement with the observations made by Abimbade (1997, Efebo (1999), Nzeribe and Sawa [5] and Agbem (2013 that field trip increases students interest to learn.

It is interesting to note that few students responded that field trip did not influence their interest towards studying art. This response can be attributed to factors like peer influence, perceptual differences among students and non adherence to pre-excursion activities by teacher. It is of paramount importance to brief the students as to the purpose of the field trip, what to look out for, and materials they should take along with them and behaviours expected of them during the trip. These go a long way to motivating them for the trip.

The result in table 2 showed that field trip has a positive influence on students' interest in studying fine and applied art practicals. A close look at the grand mean score of 3.58 reveals that the extent of interest is quite low. This may be attributed to the technique adopted by excursion guide during the field trip. The method of interaction between the guide and students has a lot to play in actualizing the objective of the exercise. Students should be actively involved during art excursion. They should be allowed to visualize, touch, manipulate materials and operate machines where necessary. This will

trip.

help in making learning task meaningful and interesting to the learner.

The result of the study on table 3 revealed that there is no significant difference between the influence of field trip on male and female interest towards studying fine and applied art practicals, because Z cal of 0.40 is less than Z -critical of 1.96 at 0.05 alpha level of significance under 56 degree of freedom. It is worthy of note that both male and female scored mean above 3.5 which indicated a positive influence of field trip on their interest in fine and applied art practicals. This is in line with Uba (1995) assertion that students (both male and female) have strong desire to go on field trip because it increases their interest towards studying fine and applied arts.

The table also revealed that male interest is higher than that of female with mean score of 3.62 (for male) and 3.57 (for female). This finding is in disagreement with Okafor (1991) who posited that female students are more fascinated by pleasurable trip to places where they gain first hand information of what the teacher would have taught them using other methods of teaching.

A close examination of the table also showed that the positive influence made by field trip on both the male and female student towards studying fine and applied art is neither high nor significant. This can be traced to students learning style Sarasin (2001) revealed that students have different learning style. Thus those whose preferential mode of learning is tilted towards abstract learning would perceive field trip as a waste of time and resources.

On the other hand, if majority of students who embarked on field trip were visual and tactile learners, their perception and interest on the subject will be similar and positive.

The implication of this study is that since many secondary school students shy away from studying fine and applied arts, it is necessary that students learning style

be considered and accommodated in teaching and learning process.

Again, it is of great importance that field trip be frequently used by fine and applied art teachers since it increases the interest of students towards studying the course. Teachers should source for relevant places of interest that are not too far from school environment and take student on excursion there. Failure to do so, a time will come when studying fine and applied art which helps to awaken child's creative potential will be completely erased from the time table due to non enrolment of students in the subject.

Recommendation

The following recommendations were made:

The use of field trip in teaching fine and applied art should be emphasized in secondary school curriculum.

1. School administrations should encourage art teachers to adopt field trip in teaching fine and applied arts.

Parents should encourage their children whenever they are to embark on field trip by giving them financial and material support.

Excursion guides should make the exercise interesting and meaningful by encouraging active participation of the students.

Art teachers who organize excursion should ensure that the field trip fits solidly into current lesson plan, i.e. the subject matter being studied at that time.

Conclusion

This study highlighted the concept of field trip and its importance to teaching and learning especially in fine and applied arts. It revealed that the use of field trip increases the interest of students towards studying fine and applied art. It recommended that field trip should be used more often in teaching of fine and applied arts.

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