

## An Analysis of Teaching Methods in Tourism Related Topics in Basic Education in Nigeria: A Case Study of Calabar Municipality, Cross River State, Nigeria

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### ABSTRACT

The teaching process strives to bring fundamental change in learners by employing effective teaching methods in the way of students' preferences to actualize educational goal attainment. In line with this, this study aimed at analyzing teaching methods in tourism-related topics in selected Basic Education schools in Calabar Municipality of Cross River State, Nigeria. Two null hypotheses were generated for the study. Quasi experimental design was adopted. A sample of two hundred and forty (240) respondents was randomly selected from three schools using simple random sampling procedure. Eighty (80) respondents were chosen from each of the three randomly selected schools, for the three methods of teaching (80 for lecture method being the control group, 80 for field trips method and 80 for discussion method). A 30-item achievement test was used for data collection. The achievement test was administered to the respondents, data obtained and analyzed using the independent t-test analysis at 0.05 level of significance with 238 degrees of freedom. The findings showed significant differences in academic performance between students taught Tourism-related topics with lecture method and those taught with field trips and discussion methods respectively. Based on these findings, recommendations were made among which are, that teachers should employ appropriate teaching methods that are best suitable for a specified subject, especially tourism-related topics, which are mostly outdoor, for easy understanding and enhancement of students' performance.

**Key words:** Teaching, Learning experience, Education, Tourism, Calabar, Nigeria.

### Aims Research Journal Reference Format:

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### 1. INTRODUCTION

The aim of teaching at any educational level is to bring fundamental change in the learner, and to facilitate the process of knowledge transmission. Hence, education is the art and science of teaching and helping the learners to achieve educational objectives towards a better academic performance. The academic achievement of any student is subject to be influenced by the type of teaching methods employed. It is observed that more successful learning occurs when teachers' teaching methods are matched to students' learning styles, so that students are able to adapt more readily to different teaching situations. A teaching method covers both the principles and methods used by teachers to implement instruction with the aim of achieving desired learning by students. According to Westwood (2008) these strategies are determined partly on subject matter to be taught and partly by the nature of the learner.

Teaching methods are important factors in teaching and learning activities as the teacher employs these various styles of method in performing his/her function of teaching. Therefore, to determine suitable learning styles or teaching methods for tourism can lead to an increase in students' attitude towards learning productivity, academic performance and creativity in their life. According to Aivey ((2008) teaching is a process that involves bringing about desirable changes in learners to achieve specific outcomes. While Adunola (2011) emphasizes that in order to bring desirable changes in students, teaching methods used by educators should be best for the subject matter, especially for Tourism-related topics that have recently emerged in both Basic Social Studies' and senior secondary school's Tourism curricula. The teacher must therefore, have a good knowledge of the subject matter, the curriculum and topics to be handled. Adunola (2011) further maintains that teaching methods work effectively mainly if they suit learners' needs, since every learner interprets and responds to questions in a unique way. As such, alignment of teaching methods with pupils' needs and preferred learning, influences students' academic attainment in their choice of tourism as a subject.

According to Hesson and Shad (2007) in the traditional setting, many practitioners widely apply teacher-centered methods which includes lecture and demonstration methods to impart knowledge to learners, while student-centered methods such as discussion presentation, brainstorming, case study, field trip and field work, problem-solving, role playing, questioning technique, and team teaching are not often commonly used to improve learning situations. Research on teaching and learning constantly endeavors to examine the extent to which different teaching methods enhance growth in students' learning. Greitzer (2002) maintains that teachers need to be conversant with numerous teaching strategies that take cognizance of the magnitude of complexity of the concepts to be covered. The Upper Basic school students are taught with different teaching methods such as lecture, discussion, project, study tours, problem solving, and inquiry methods. It is the teacher that selects the teaching method and strategy to teach according to the needs of the learners. Teaching methods are patterns of teacher behavior that occurs simultaneously in sequence in a verified way. Choosing specific teaching methods that best achieves course objective, is one of the most important decisions a teacher encounters. Knowing what methods are available, and what objectives each method is best suited for, help teachers make this decision more easily.

Quite remarkably, regular poor academic performance by majority of students is fundamentally linked to application of ineffective teaching methods by teachers to impart knowledge to learners. Ayeni (2011) emphasized that a bad scheme of education becomes a best scheme if the teachers handling it are good in practice and *viz-a-vise*. Teaching has been defined by various scholars and authors based on its relevance to a particular phenomenon. Carpenter (2006) defines it as the process of making decision and executing approaches to improve learning possibilities before, during and after teaching learners. Dewar (2002) argues that teaching is an activity of interpersonal interaction that involves communication as language which can help students learn or change learning behavior. Chan and Tang (2006) note that teaching is not merely explaining or hinting at right instructional materials. Instruction needs to establish good learning environment, through which to elicit learning environment and subsequently, foster motivation and enhance learning. Thus, teaching can only be effective if it is well presented using methods and strategies that best suit the topic on focus.

According to Campbell (2002) teaching involves more than 'teaching' and 'learning'. It is a composite concept that implicates complex concepts and activity processes. Teaching is also an activity that involves interpersonal interaction between the teacher, learner and language, which in turn changes the learning attitude of learners, or the overall process by which teachers and students jointly share and explore accomplishment, achieving the objectives and ideals of education. Dewar (2002) shows that empathy, accessibility, and good presentation are the most important issues in being a good teacher. In Ayeni (2011) view, teaching is a continuous process that involves bringing about desirable changes in learners through the use of appropriate methods so as to achieve specific outcomes. Roebken (2007) argues that teachers can conduct good curriculum planning and selection of teaching, and use the results of diverse assessments to improve their teaching. If so, under the guidance of teachers, students can achieve effective learning, and apply what they have learned to their daily lives. From this review, it is evident that the job of a teacher is enormous. There is need for effectiveness on the part of teachers if their job must be done efficiently. The teaching of tourism-related topics is no exemption in this assertion.

Airey (2008) defines tourism as the free movement of people to destinations outside their usual places of residence and work on a temporary basis for leisure, adventure, health, business, religion, sports, pleasure, rest, relaxation, recreation and educational purpose. According to Egbaji (2007) tourism is a voluntary temporary movement of people traveling in the expectation of pleasure from the novelty and change experience on the relatively long and non-recurrent round trip. Wheeler (2006) observes that tourism is a form of temporary migration for leisure purpose with an intention of returning back to the originating point. Also Lashleg and Bamon (2006) affirm that tourism brings about education hence, travelling is part of activities of many needs such as social contact and esteem of others. All tourism attractions and destinations can only reach people through proper education and public enlightenment. The aim of tourism education is to help students understand tourism and hospitality by providing them with the basic concepts, knowledge and theories of the industry as well as related practical experiences.

Educational progress relates strongly to organize teaching methods that would suit and satisfy learning process at a particular condition. Any teaching method employed by the teacher in the learning environment is geared toward the level of interaction with the instructor and the students. Dewar (2002) emphasized that teachers may apply a variety of instructional strategies, resources and media and use teaching objectives and students' characteristics to guide student learning, to enhance the learning effects and learning satisfaction of learners, in form of achieving the learning objectives of students. One of the most suitable teaching methods employed to teach students outside the classroom is field trip. According to instructional strategies online (2013) field trip is a study trip taken outside the classroom to obtain knowledge from a natural setting. It is an hour planned by teachers to benefit the students' learning process.

Using field trip in teaching and learning of tourism-related topics leads to teachers-learner interaction outside the classroom (Omosewo 2009). These interactions take place outside the classroom, in a new learning environment, thus, resulting in a more meaningful teaching and learning process. Teaching in the field also enables teachers to get to know more about their students - how they see the world. The knowledge of students' world-views can help the teacher communicate the concepts of the course more effectively. According to Fomogbom, Ibrahi and Gegal (2007) it is imperative to use different methods and learning process as well as strategies to ensure students' understanding. Field trip is a method of teaching used to collect firsthand information in the course of investigation. This will enable both teachers and students to create meaningful and productive learning both in the field and in the school. These are experiences that tourism-related topics require. However, it has been observed that most teachers teach these topics inside the classroom without giving learners the opportunity for practical experiences which would have been accorded them through outdoor lessons. Omosewo (2009) explains that field trip can be used as a chance to collect data for later analysis, to generate art work and stimulate discussion both on site and back of school through tutorial, seminars and workshops. Mishra (2010) has opined that most of our schools regularly take field trips to the community college, where students attend free plays. Performance field trips not only have the potential to develop aesthetic appreciation in student but they can also develop background knowledge and oral vocabulary which improve reading comprehension. Students can follow different pathways and discover what piques their interest, making the field experience a discovery prone situation. On the other hand, Adunoa (2011) notes that lecture is a narrative technique of delivering verbally a body of knowledge according to pre-prepared scheme of action.

In lecture method, facts or principles are presented orally to group of students who take notes, having little or no participation in learning and experience passive rather than active learning. Chang (2002), in a research on effective teaching methods for large classes, has made an assessment of students' preference of five teaching methods like lecture, jigsaw, discussion, case study and team project by conducting survey on the students. The author found out that most students enjoyed a blend that includes at least some component of active learning/participation in combination with traditional lecture, and confirms that the importance of including some level of discussion during the class, but also providing structure through an organized lecture. Observably, discussion method is one of the most widely used and valuable method in teaching of tourism topics. It represents a type of teamwork, based on the principle that the knowledge, ideas and feelings of several members have great merit than those of a single individual. Hake (2002) highlights the view that two types of teacher-student interchange are sometimes called discussion. In one, the teacher gives students opportunity to clarify content or as for opinions or related topic. In the other, the teacher asks questions requiring specific knowledge of course content.

Also, Collins and Robert (2004) point out that discussion is a forum in which students can practice expressing themselves clearly and accurately, hearing the variety of forms that expression of the same idea can take, and criticizing and evaluating successive approximation to an adequate statement. Hesson and Shad (2007) add that this teaching method applies the strategies used by both teacher-centered and student-centered approaches. The subject information produced by the learner is remembered better than the same information presented to the learners by the teacher. While Khau (2009) emphasizes that the method encourages the students to search for relevant knowledge rather than the teacher monopolizing the transmission of information to the learners. As such, this teaching method can be effective in improving students' academic performance in all subject matter.

### 1.1 Hypotheses

The following hypotheses were formulated to guide the study:

1. There is no significant difference in the academic performance of students taught tourism-related topics with lecture method and those taught with field trip.
2. There is no significant difference between the academic performance of students taught tourism-related topics with lecture method and those taught with discussion method.

## 2. METHODOLOGY

The method of research design employed for this study was quasi experimental (post test only) design. Hence, teaching methods can be controlled or manipulated to determine the cause and effect on academic performance of students in tourism-related topics through data collection. The population for the study was made up of all upper basic students of public basic schools in Calabar Municipality. The simple random sampling procedure was adopted to draw the required sample from three (3) schools chosen for the study. A sample of 80 students for the lecture method, 80 for field trips and 80 for discussion method was used, making a total of 240 respondents from Upper Basic Education classes, for the study. All tourism related topics were extracted from the Upper Basic Education Social Studies curriculum for the treatment. Three Tourism teachers were employed by the researchers to teach the various groups using the method assigned to each of the groups. A period of one whole term (first term) of 2015/2016 academic section was dedicated to the experiment.

At the end of the term, a thirty item achievement test based on tourism related topics in Social Studies curriculum was used for collecting data for the study. Validity of the instrument was obtained through a content validity, where a table of specification was prepared to make sure the questions actually covered the content meant for this level of education. The achievement test was administered to the sample of the study. Data collected was analyzed using the Independent t-test technique comparing the control group (students taught with lecture method) with those taught with field trips and with discussion methods respectively.

### 3. DATA ANALYSIS AND DISCUSSION OF RESULT

In this section, each hypothesis is restated in the null form. The statistical technique used to analyze the result is presented and interpreted.

#### Hypothesis one

There is no significant difference in the academic performance of students taught tourism-related topics with lecture method and those taught with field trip.

The Independent t-test analysis technique was employed to test the hypothesis at 0.05 level of significance and with 238 degrees of freedom. The result of the analysis is presented in Table 1.

**TABLE 1: Means and standard deviation of the difference between the use of field trip and lecture methods of teaching tourism (N = 160)**

Variable	N	$\bar{X}$	SD	t-cal	t- crit
Students taught with field trips method	80	16.85	7.06		
Students' taught with lecture method	80	11.60	4.52	4.61*	1.96

- Significant at 0.05; df - 238

Hypothesis one investigated the difference in academic performance of students taught with field trip and lecture methods. Result of data analysis as presented in Table 1 showed that the mean score of students taught with field-trip ( $x = 16.85$ ) was significantly higher than their counterparts taught with lecture method ( $x = 11.60$ ). It also indicates that the calculate t-value of 4.16 is higher than the critical t-value of 1.96 at 0.05 significant level and with 238 degrees of confidence. Therefore, the null hypothesis which states that there is no significant difference between students' academic performance taught with field trip and lecture methods was rejected at 0.05 level of significance and the alternate hypothesis restated. Thus, there is significant difference in academic performance of students taught with field trip and lecturer methods.

#### Hypothesis two

There is no significant difference between the academic performance of students taught tourism-related topics with discussion method, and lecture method.

The Independent t-test analysis was employed to test the hypothesis at 0.05 level of significant and with 238 degrees of freedom. The result of the analysis is presented in Table 2.

**TABLE 2: Means and standard deviation of the difference between the use of discussion and lecture methods of teaching tourism-related topics**

Variable	N	$\bar{X}$	SD	t-cal	t- crit
Students taught with discussion method	80	19.62	5.86		
Students' taught with lecture method	80	11.60	4.52	3.73*	1.96

- Significant at 0.05; df - 158

Hypothesis one investigated the difference in academic performance of students taught with discussion and lecture methods in tourism-related topics. Result of data analysis as presented in Table 2 showed that the mean score of students taught with discussion method ( $x = 19.62$ ) was significantly higher than their counterparts taught with lecture method ( $x = 11.60$ ). It also indicates that the calculate t-value of 3.73 is higher than the critical t-value of 1.96 at 0.05 significant level and with 238 degrees of confidence Therefore, the null hypothesis which states that there is no significant difference between students' academic performance taught tourism-related topics with discussion and

those taught with lecture methods was rejected at 0.05 level of significance and the alternate hypothesis restated. Thus, there is a significant difference in academic performance of students taught with discussion and lecturer methods.

#### 4. DISCUSSION OF RESULTS

##### **Comparison of academic performance of students taught tourism-related topics with lecture method and those taught with field trip method**

The result of the analysis showed that academic performance of students taught Tourism-related topics with field trip significantly differ from that of students taught with lecture method. This result is in line with Omosewo's (2009) assertion that in using field trips in teaching and learning leads to teacher-learner interaction outside the classroom these interactions take place in a new learning environment and results in a meaningful teaching and learning process. Also Akomogbom, Ibrahim and Gegal (2007) hold the opinion that it is Ij to use different methods and learning process as well as strategies to ensure students' understanding, since field trip is a method of teaching, used to collect firsthand in the course of investigation. This will enable both teachers and students to create meaningful and productive learning both on the field and in the schools. According to Omosewo (2009), using field trip in teaching and learning of tourism subject leads to teachers' learner interaction outside the classroom. These interactions take place outside the classroom, in a new learning environment, thus, resulting in a more meaningful teaching and learning process. When teaching is done in the field, it enables teachers to get to know more about their students - how they see the world. This insight into student world-views can help the teacher communicate the concepts of the subject more effectively. This gives room to a better understanding of the tourism –related topics, which are out-door in nature.

##### **Comparison of academic performance of students taught tourism-related topics with lecture method and those taught with discussion method**

The result of the analysis of this hypothesis showed that there is a significant difference in the academic performance of students taught with lecture method and that of those taught with discussion method. This study is in line with the findings of Hesson and Shad (2007), which supports the use of discussion methods in teaching. Khau (2009) asserts that the method encourages the students to search for relevant knowledge rather than the teacher monopolizing the transmission of information to the learners. The subject information produced by the learner is remembered better than the same information presented to the learner. Learners' participation in seeking out information about tourism-related topics enhances their learning in the area.

#### 5. CONCLUSION

It is conclusive that teaching methods are important factors in enhancing teaching and learning activities as the teacher employs them to perform his/her function. Teaching methods work effectively if they suit learner's needs. Tourism topics, involve introducing learners to tourists' activities, which relate to free movement to destinations outside their usual places of residence and work on a temporary basis for leisure, adventure, health, business, religion, sports, pleasure, rest and relaxation. Thus, teaching methods that require outings to tourist sites and exploration on information about those sites through discussions are needed for effective learning.

#### 6. RECOMMENDATIONS

Based on the findings of this study, the following recommendations were proffered:

1. Means of transportation is one of the issues that may serve as a challenge to the use of field trips for the teaching and learning of tourism-related topics. Thus, government should provide the necessary vehicles and other facilities needed for field trips in Upper Basic schools.
2. Government should encourage Upper Basic teachers to teach the tourism-related topics using field trips and discussion methods. This can be done by training teachers through seminars or conferences, on how to plan field trips and safety guides.
3. Government should provide studios in Basic Schools where demonstrations and discussions could be effectively used as an important method for the teaching of tourism-related topics.
4. Tourism-related topics from social studies curriculum should be revised towards enhancing practical skills development and incorporating methods that are mostly out of classroom.
5. Government should also sensitize school heads on the need to give teachers the enabling environment for the use of field trips and discussion methods for the teaching of tourism-related topics.
6. Teachers should employ appropriate teaching methods that are best suitable for a specified subject, especially tourism-related topics which are mostly outdoor topics, for easy understanding and to enhance students' performance.

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