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PERCEPTIONS ON THE EFFECTIVENESS OF FIELD-BASED STUDY APPROACH TO ENHANCE DEEP LEARNING OF HISTORY AND GOVERNMENT IN SECONDARY SCHOOLS IN KERICHO COUNTY, KENYA

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Abstract

History and Government enhances development of learners' international consciousness and their appreciation of different cultures. Students' performance in the subject in Kenyan secondary schools and in particular, Kericho County has been unsatisfactory thus raising concerns about their learning and understanding of the subject. Teaching approaches and the way they are perceived by teachers and learners have been associated with students' academic performance. This study investigated teachers' and learners' perceptions on the effectiveness of Field-Based Study Approach (FBSA) to enhance deep learning of the subject in secondary schools in Kericho County. Descriptive survey research design was adopted. The target population comprised all History and Government teachers and learners in public secondary schools in the County. The study's accessible population was 274 teachers and 7,575 form four students. Stratified, proportionate and simple random sampling techniques were used to select 163 teachers and 433 form four students who participated in the study. Data was collected using Teachers' Perceptions Questionnaire (TPQ) and Learners' Perceptions Questionnaires (LPQ). The instruments were validated by five experts in the Department of Curriculum, Instruction and Educational Management of Egerton University. The two instruments were pilot tested and their reliability coefficients deemed reliable at 0.926 and 0.856 respectively since they were above the 0.70 threshold. Data were analysed with the aid of Statistical Package for Social Sciences (SPSS) version 22. The results indicated that the teachers' and learners' perceptions on effectiveness of FBSA in deep learning were positive. The findings of the study may provide History and Government teachers with an insight of the effectiveness of FBSA, leading to frequent use of the approach. This may enhance students learning and understanding of the subject and thus improve their academic performance in it.

Keywords: *perceptions, effectiveness, Field-Based Study Approach, deep learning*

Introduction

Effective teaching is defined as the situation where learners accomplish the learning objectives set by the teacher (Kyriacou, 2009). It is concerned with achieving learning outcomes and students' success (Brown & Atkins, 2002). According to Nisha and Prema (2019) effective teaching is realised in environments that employ teaching approaches which enables students to learn facts, skills, values and concepts quickly. Pallavi et al. (2016) contend that the Field-Based Study Approach is among the strategies used to enhance teaching effectiveness and learners' academic performance.

Field-Based Study entails planning and organizing learning activities outside of the classroom in which instructional resources can be studied directly in their functional setting (Tuba, 2013). Reading sessions in the library, field trips, visits to the history museum, historical sites, cultural institutions and urban centre, interaction with historical experts are all part of History and Government teaching (Cegelci, 2013). It also involves visits to administrative centres and County

and National Assemblies to hold discussions on governance with Members of County Assembly (MCAs) and Members of Parliament (MPs).

Field-Based Study Approach has been associated with enhancing deep learning in students (Eromosele & Ekholuenetale, 2016; Samet, 2013). Deep learning is the process of learning for transfer, since it allows a student to take what is learned in one situation and apply it to another (Smith & Colby, 2007). It is a learning process that leads to a thorough understanding and retention of subject matter (Macmillan Dictionary, 2002). Deep learning arises from the need by learners to understand and seek meaning. To achieve these needs, learners attempt to relate concepts and ideas to existing experiences and critically evaluate emerging knowledge for patterns and meaning (Mystakidis, 2021). Deep learning leads to acquisition of higher cognitive skills such as analysis, interpretation, evaluation, and problem solving (Ohlsso, 2011). It has also been associated with creative, critical and reflective thinking.

Deep learning happens through active student engagement and especially in meaningful knowledge construction activities. It is thus enhanced by adopting teaching and learning strategies which emphasis conceptual and analytical form of learning (Hall et al., 2004). Teaching approaches such as case studies, group-based learning, collaborative learning approaches, jig-saw group discussions, role-play and field trip are examples of methods and techniques used to facilitate deep learning (Chotitham et al., 2014). These methods and techniques are rich in learning activities, which implies FBSA could also be used in promoting deep learning, given that it has similar characteristics.

Hill and Wood (2002) stated that deep learning is typically characterized by acquiring higher-order cognitive skills like interpretation, analysis, critical thinking, creativity and evaluation. It is more likely to be achieved through an initiative that actively considers the strategy the students are taught and learn. Eromosele and Ekholuenetale (2016) argued that the field-trip creates a concrete bridge in learning abstract concepts. Nevil (2012) stated that teachers could use historical movies to help students develop analytical or interpretive skills. According to the study, interpretation and analytical skills are significant for learners to be successful in their higher-stakes tests. Marcus and Stoddor (2009) argued that historical documentaries could promote reasoned judgment because they provide perspectives that contrast from those presented in textbooks. This means, therefore, that the Field-Based Study Approach promotes concretization which is essential for the development of higher levels of cognitive abilities.

The association between FBSA and deep learning has been investigated by several scholars (Kandamby, 2018; Perrotta & Selwyn, 2019). These studies reveal that various aspects of FBSA are associated with deep learning. Yew's et al. (2016) study in Malaysia on stimulating deep learning revealed that students felt that engagement in field activities boosted the depth of learning. Students who participated in the study pointed out that engagement in learning activities helped them to apply concepts learned in the course to real-life settings. They also identified watching films, videos and documentaries as some of the best ways to learn as they help with synthesizing huge amount of information, analysis and interpreting them.

Chotitham et al. (2014) conducted a study on the effects of field trips on university students in Bangkok, Thailand. The study established that the depth of learning of students exposed to field trips was high. This was attributed to ability of the learners to relate their experiences in the fields to what they had learned in class. The deep learning was also attributed to the new knowledge acquired during the field trips. It means that fields trips boost learners understanding of concepts since they are able to relate the experiences in the field and what was taught in class. It can also be said that it provides the learners with opportunities to gather new knowledge.

Agbo (2015) observed that reading widely in libraries exposed learners to a wide range of information sources. This practice enabled learners to analyse and relate information from many sources. It means reading in the library as a learning activity enhances deep learning since it exposes learners to many sources of information and also boosts their understanding of concepts. Fasola (2015) also made observed that library reading assignment promotes deep learning, since they provide learners with reading materials from many sources, both print and e- sources. In addition, readers are given technical support by library staff, which enables them to conduct in-depth investigations when searching for knowledge.

Watching films, videos and documentaries have also been associated with deep learning (Adam, 2017). Such shows have been associated with deep learning because watching them lead to greater engagement with the materials and higher retention of what is learnt. D'sa (2005) and Marcus and Monaghan (2009) contend that watching historical videos and films significantly assist learners analyse and interpret historical events and understand their chronology. Watching shows and videos are aspects of FBSA, it therefore means that this teaching approach promoted deep learning.

The foregoing discussions have demonstrated that active teaching-learning approaches create learning environments where students are encouraged to learn by doing, through interaction with other learners, by reflecting and interrogating issues. These experiences facilitate knowledge acquisition and boosts learners understanding of concepts. The experiences also promote development of higher order cognitive skills. The literature review has shown that field based study approaches is perceived to enhances teaching effectiveness and deep learning in various disciplines and levels of education. The review also shows that field based study approaches are perceived to enhance deep learning of History. Even though such studies have been conducted, they did not focus on secondary school teachers' and learners' perceptions on effectiveness of FBSA in enhancing deep learning of History and Government in Kericho County. This study sought to fill this existing gap in knowledge.

Objective

To examine teachers' and learners' perceptions on the effectiveness of the Field-Based Study Approach to enhance deep learning of History and Government in secondary schools in Kericho County.

Methodology

The study adopted descriptive survey research design. The design was chosen because it allows for the study of a large population using data collected from a sample at one point in time without manipulating variables (Mutai, 2000). The target population of this study included all (274) History and Government teachers and learners (69,081) in public secondary schools in Kericho county (Kericho County Development Plan, 2018). The study focused on public schools to ensure homogeneity of samples with regard to management and implementation of History and Government curriculum. The accessible population consisted of 210 trained teachers with at least three years of experience and 7,575 of form four History and Government learners (Kericho County Education Office, 2018).

According to Yount (2006) it is usually impossible to reach all the population members; one must identify that portion of it that is accessible and is best placed to provide the required data. Hulley and Cummings (1988) explain that the accessible population is a sub-set of the target population that reflects specific characteristics and are accessible to the study. History and Government teachers were chosen because they are the implementers of the History and Government Curriculum (Wango, 2009). Only teachers with at three years and above experience were selected to ensured homogeneity in the teaching experience of the instructors.

All the five sub-counties were involved in the study because low performance in History and Government was a problem that cut across all of them. In addition, it was a way of ensuring that the samples were representative of the population. The form four learners were selected because they were sufficiently familiar with the content, concepts and theories underlying the teaching of History and Government, and most likely had been introduced to the Field-Based Study Approach. The accessible population is summarized on Table 1.

Table 1

Distribution of Accessible Population of the Study by Sub County

Sub Counties	Public Secondary Schools	Teachers	Learners
Buret	55	68	2075
Belgut	42	64	1607
Kericho	39	51	2104
Kipkelion	34	44	837
Londiani	39	47	952
Total	**210**	**274**	**7575**

Source: Kericho County, Education Office (2018)

The sampling unit for this study was the secondary schools. The school was selected because it was the only place where the target population, History and Government teachers and learners, were found. Fowler (2009) contends that a researcher must ensure that the sampling unit can provide samples that are representative of the population of the study. This is a requirement because in a descriptive research results are drawn from a sample and generalised to the population of interest. The sampling frame of the schools and teachers was obtained from the County Director

of Education. According to Ritchie and Lewis (2003) records are among the main data sources for researchers.

Teacher and student sample sizes were determined using Slovin's formula for determining samples from a finite population (Dionco-Adetayo, 2011; Tejada & Punzalan, 2012). The formula is;

$$n= N (1+Ne^2)$$

Where n is sample size
N is population size
E is the margin of error or error tolerance
1is a constant

The sample sizes of teachers' and learners' were 138 and 380, respectively, since their accessible populations were 210 and 7575 respectively (Table 3). However, the sample of teachers was increased by 20% to 163 as a way of ensuring that the number of participants is appropriate. Chaudhuri and Tathagata (2018) recommend a 20 percent increment in the calculated sample to take care of natural attrition and non-responses. The sample size of the learners also increased from 380 to 433 because intact classes were used for the study. According to Wango (2009) it is unethical and contrary to Ministry of Education regulations to reconstitute classes for research purposes.

Various techniques were used to ensure that the samples were representative of the population. Schools were organized by sub-county (Stratum) to ensure that teachers and learners from all the sub-county participated in the study. The number of teachers and learners from each sub-county was determined using proportional sampling techniques. The formula used was

$$n_s = [N_s/N] \times n$$

Where n_s = number of respondent from the strata
N_s = Accessible population of strata
N = Accessible population

Proportionate sampling was utilized because it ensured that sub-counties with a large population was allocated bigger portions of the of teachers and learners samples. Simple random sampling was employed at the school level to select teachers and intact classes in schools with many streams. Table 2 indicates the distribution of the samples by Sub-County.

Table 2

Distribution of the Sample Size by Sub-County

Sub-County	Teachers	Learners
Buret	41	114
Belgut	38	92
Kericho	30	115
Kipkelion	26	53
Londiani	28	59
Total	163	433

Source: Kericho County, Education Office (2018)

An examination of the data in Table 2 indicates that samples were drawn from each of the five Sub Counties of Kericho County.

Data was collected using Teachers' Perceptions Questionnaire (TPQ) and Learners' Perceptions Questionnaires (LPQ). The instruments were validated by five research experts in the Department of Curriculum, Instruction and Educational Management of Egerton University. The two instruments were pilot tested and their reliability coefficients estimated using the Cronbach's alpha formula. TPQ and LPQ yielded reliability coefficients of 0.926 and 0.856, respectively. The instruments were deemed reliable as their reliability coefficients were above the 0.70 threshold (Ritter, 2010). Data were analysed with the aid of Statistical Packages for Social Sciences (SPSS) version 22. Frequencies and percentages were used to describe and summaries data.

Results and Discussion

The study sought to find out teachers' and learners' perceptions on the effectiveness of Field-Based Study Approach to enhance deep learning of History and Government. The perceived benefits and challenges of using FBSA in deep learning of the subject and suggestions on how to improve its effectiveness were also sought from the teachers. Similarly, the learners' reasons for liking and disliking use of FBSA in deep learning History and Government and suggestions on how to improve it were also established. Further, the relationship between teachers and learners perceptions was determined.

Teachers' Perceptions on the Effectiveness of FBSA to Enhance Deep Learning of History and Government

Teachers' perceptions on the effectiveness of Field-Based Study Approach in enhancing deep learning in History and Government were measured using data generated by their questionnaire. The questionnaire had 16 items which were constructed using a five category Likert type scale (Strongly Disagree: SD, Disagree: D, Undecided: U, Agree: A, Strongly Agree: SA). Table 3 shows teachers responses to the items.

Table 3

Teachers' Perceptions on the Effectiveness of Field-Based Study Approach in Enhancing Deep Learning of History and Government

Statement	n	%				
		SA	A	U	D	SD
Field-trips equip learners with higher order cognitive abilities	136	30.1	64.0	3.7	2.2	-
Learners' understand the subject matter better through the integration of facts during visits to historical sites	142	50.7	45.8	2.8	-	0.7
Students learn a lot through discovery by examining artifacts/fossils during visits to history museums	140	51.4	44.3	2.1	1.4	0.7
Reading widely in the library enables History and Government students to compare facts/information from different sources	143	53.1	42.0	2.8	2.1	-
Discussions held during a visit to the community and cultural institutions boost students mastery of History and Government content	142	34.3	59.2	6.4	-	-
Watching historical films and videos enhances students' knowledge retention	141	44.0	52.5	2.8	-	0.7
What students observe during field trips supports permanent learning	141	45.5	48.9	5.0	0.7	-
Attending historical exhibitions enables a student to construct new knowledge from what was observed	139	36.7	56.8	5.8	-	0.7
Frequently interaction with experts boosts students' ability to interpret historical events	124	44.0	51.8	3.5	0.7	-
Students who spend a lot of time reading in the library are good at evaluating what happened in the past	142	39.4	45.1	7.7	6.3	1.4
Visits to historical sites provide students with the opportunity to analyse past events	141	42.6	55.3	0.7	1.4	-
Holding discussions with experts assist students to see the relationships among historical events	141	39.0	56.0	3.5	1.4	-
Field-based assignments enhance students problem solving abilities	139	36.7	57.6	4.3	0.7	0.7
Giving History and Government students field assignments provide them with the opportunity to define and pursue their own learning goals	141	33.3	58.9	6.4	0.7	0.7
Field excursion enhances learners creativity	138	36.2	59.4	1.4	2.9	-
Field trip enhances learners imagination	140	43.6	49.3	5.0	2.1	-

Legend: SA=Strongly Agree, A=Agree, U=Undecided, D=Disagree, SD=Strongly Disagree

Source: Field Data (2018)

The results in Table 3 reveal that majority teachers agreed with the items on perceptions on the effectiveness of the Field-Based Study Approach in enhancing deep learning of History and Government. The level of agreement ranged from 84.5% to 97.9%. Nearly all (97.9%) of the teachers agreed that visits to historical sites provide students with the opportunity to analyze past events, while 96.5% agreed that learners' understand the subject matter better through integration of facts during visits to historical sites. The results also show that 96.5% of the teachers agreed that watching historical films and videos enhance students' knowledge retention.

Table 3 reveals that teachers agreed that visit to historical sites provide students with opportunity to analyse past events (97.9%). The teacher position could have been informed by the fact that visits to historical sites provides learners with opportunities to examine historical materials and relate them to what they have learnt in class. This broadens their knowledge and understanding of Historical events. Frequent engagements in such activities are bound to improve learners' ability to analyse and understand historical events. This finding is in agreement Adam (2017) who noted that historical sites offer learning experiences that promote analytical skills which are essential for deep learning.

Table 3 reveals that majority of the teachers agreed that learners understand a subject matter better through the integration of facts during a visit to historical sites. The ability to integrate is an aspect of deeper learning as it entails gathering information, organizing and combining them. This perspective could have been due to the fact the teachers were aware that visit to historical site enables learners to gather information using various senses. The information gathered is organized and analysed and related to past experience. This result concurs with those of Ajaja (2010) who observed that visiting historical sites promoted deep learning because they allow students to gather information using various senses.

The results in Table 3 indicate that majority of the teachers agreed that watching historical films and videos broadens their knowledge base and enhances retention (96.5%). The teachers view is in harmony with the results of a study by D'sa (2005) which showed that that watching movies and films create enthusiasm and raise interest and concentration of learners. These experiences boost learners understanding and retention of the content taught. The teachers' agreement with the item could perhaps be informed by their awareness that information gathered from films and videos provide learners with perspectives that contrast from those found in text books and taught in class. In addition, watching films and videos help learners to analyse and inteprete historical events. Analysis and interpretation are among higher order cognitive skills that are considered as characteristics of deep learning (Hill & Wood, 2002).

Generally, majority of teachers agreed with the items in Table 3. These suggest that teachers perceived that the Field-Based Study Approach was effective in enhanced deep learning of History and Government. This could be due to the nature of the approach, which is interactive, learner-centred and mainly involves hands-on activities. The approach provides students with opportunities to plan, observe, collect data, analyse, interpret and report. It also provides learners with the opportunity to relate new ideas and concepts with previous knowledge and experiences.

As Wood (2002) observed, deep learning is characterized by acquiring higher-order cognitive skills such as evaluation, analysis, interpretation, creativity, and critical thinking. The probability of teachers utilizing FBSA is higher given that the findings suggest their perceptions were positive Should that be the case, adoption of the approach would go a long way in improving effectiveness of teaching, deep learning and achievement in History and Government.

The teachers' responses to the 16 items on the effectiveness of Field-Based Study Approach in deep learning of History and Government were used to determine categories of perceptions. The responses were categorised as positive, neutral and negative and then tallied. Respondents' perceptions were considered positive if the teacher agreed with most of the items used to measure the variables. If the teacher did not agree with most of the items, the perception was classified as negative, and if the respondents were undecided about most of the items, the perception was classified as neutral. Summary of the teachers' perceptions on the effectiveness of Field-Based Study Approach in enhancing deep learning of History and Government is presented in Table 4.

Table 4

Teachers' Perceptions on the Effectiveness of Field-Based Study Approach in Enhancing Deep Learning of History and Government (n = 144)

Perception	Frequency	Percentage
Positive	137	95.1
Negative	7	4.9

Source: Field Data (2018)

Table 4 shows the categories of teachers' perceptions on the effectiveness of Field-Based Study Approach in enhancing deep learning of History and Government. These results reveal that 95.1% of the teachers had positive perceptions while 4.9% had negative perceptions. This means that the teachers' perceptions on the effectiveness of Field-Based Study Approach in deep learning of History and Government were positive.

The results of the finding in Table 4 reveal that teachers had positive perception of the effectiveness of FBSA in enhancing deep learning. The positive perceptions could be based on the teachers' belief that FBSA enables students to engage in activities, interact with the instructors and colleagues, explore and discuss topics of interest. These are experiences that enhance deep learning as they provide learners with the opportunity to observe and analyse, relate new ideas and concepts to previous knowledge and experiences. Such activities often lead to deep learning. These results support those of Samet (2013) which indicated that teachers and students perceived that trips to history museums and historical sites serve as a catalyst that attract learners' critical thinking and creativity and show them a world beyond the classroom. The results in Table 33 are in agreement with those of Balci and Tuna (2014) who observed that field study was perceived to facilitate the learners' acquisition of higher cognitive skills because of its hands-on and interactive nature.

The teachers belief that Field-Based Study Approach boost deep learning could because of its activities, which allow learners to collect data, analyse, synthesise, and create knowledge. Friesen

and Scott (2012) noted, that field activities allows learners to look for patterns and underlying principles and evaluate new ideas and relate them. These are higher order skills that are associated with deep learning. This means that Field-Based Study Approach is different from the traditional way for learners to remember facts and carry out procedures without understanding "how" or "why".

These results are evidence that the teachers' believed that FBSA was effective in enhancing deep learning of History and Government. This finding is important because it reveals the perceptions of the teachers. In addition, such teachers are more receptive to use of the approach in teaching. However it should be noted that the positive perceptions would only be useful in enhancing deep learning when teachers incorporate FBSA in the teaching of History and Government and implement it well. Only then can the benefits associated with FBSA be realised.

Benefits of using Field-Based Study Approach to Enhance Deep Learning of History and Government

Additional data on deep learning of History and Government was sought from the teachers using open-ended items in their questionnaire. The teachers were asked to enumerate the benefits of using the Field-Based Study Approach improve deep learning of History and Government. The perceived benefits of using the Field-Based Study Approach in enhancing deep learning of History and Government is presented in Table 5.

Table 5

Benefits Associated with Using Field-Based Study Approach in Enhancing Deep Learning of History and Government (n = 148)

Benefits	Frequency	Percentage
Widens scope of the learning (facilitates acquisition of knowledge from many sources, Reinforces the knowledge acquired in class, Additional information is gathered from practical's and interaction with the environment	83	56.1
Equips learners with higher order abilities (observation, analysis, application)	38	25.7
Assists learners to develop positive attitudes towards the subject	22	14.9
Knowledge acquired through FBSA is used to solve problems elsewhere	14	9.5
Make it easy for learners to understand concepts	13	8.8
Promote permanent learning/retention	9	6.1
Arouses curiosity	7	4.7

Source: Field Data (2018)

Table 5 shows the perceived benefits of using the Field-Based Study Approach in enhancing deep learning of History and Government according to the teachers. These results indicate that 25.7%

of the teachers perceived that Field-Based Study Approach enhances learners' abilities to observe, analyse, and apply knowledge, 20.9% stated that the approach widens the scope of learning and enables the acquisition of knowledge from many sources and 18.9% cited reinforces and expands the knowledge acquired in class.

Table 5 shows that widening the scope of learning as a benefit of FBSA (56.1%). This could be because field activities provide learners with the opportunity to use all senses (eyes, ears, noses), analyse and interpret them. This widens the both the scope and depth of learning. The results agree with Fuller et al. (2006) who stated that Field Based-Study Approach reinforces and expands the knowledge acquired in class. The teachers' perspectives also in agreement with those of Friesen and Scott's study (2012) which indicated that Field activities provide learners with opportunities to create and expand knowledge and solve problems.

The teachers also identified promotion of learners' abilities to observe, analysis apply knowledge as advantages of FBSA (25.7%). The identified abilities are aspects of higher order cognitive skills. This finding supports Barrows (2006) observation that field based activities help students to develop critical thinking, comparing and reasoning skills. Friesen and Scott (2012) noted that the FBSA promoted learner's ability apply knowledge and solve problems. Similarly, a study in Adeyemo (2011) established that teachers believed that engaging students in learning activities provided them with experiences that promoted greater acquisition and prolonged retention of knowledge. The findings of this study is in agreement with Barrow (2006) who stated that experiential learning, like the Field-Based Study Approach, help students to develop critical thinking and scientific reasoning while developing a deep comprehension of the subject.

The findings in Table 5 further show assisting learners to develop positive attitudes towards the subject was one of the benefits associated with FBSA (14.9%). According to Odusoro (2002) attitudes affects a learner's interest and participation in learning Learners with positive attitudes find learning interesting and enjoyable while those with negative attitudes tended to participate less in learning and are generally low achievers. FBSA enhances learners' attitudes because it is rich in activities that are interesting, enjoyment and stimulates learners' imagination.

Deep learning is typically associated with abilities such as analysis, interpretation, evaluation, and high-order cognitive skills (Wood, 2002). According to Aktekin (2010) high order skills, such as observation, analysis, comparing and interpreting are more likely to be acquired through engagement in learning activities. It means that the methods like Field-Based Study Approach, which are rich in activities promotes deep learning. Given that results have shown that teachers are informed of the value of FBSA, it is, therefore, imperative that they incorporate it in the teaching of History and Government. This will go a long way in enhancing teaching effectiveness, deep learning and performance in the History and Government.

Challenges encountered by Teachers when using Field-Based Study Approach in enhancing Deep Learning of History and Government

The teachers were also asked to indicate the challenges they faced when using the Field-Based Study Approach in enhancing deep learning of History and Government. The challenges provided by the teachers are presented in Table 6.

Table 6

Challenges faced by Teachers when using Field-Based Study Approach in Enhancing the Deep Learning of History and Government (n = 148)

Challenge	Frequency	Percentage
Students attitudes towards field trips (waste of time, boring, do not break monotony, not fun as focus is on learning)	41	27.7
Syllabus is too wide (learners struggle to cover it without going deep)	33	22.3
Inadequate teaching-learning materials limits the scope of learning	29	19.6
Deep learning requires a blend of teaching approaches	26	17.6
Learners focus on books, not information gathered from the field	22	14.9
FBSA can be used in only a few topics	17	11.5
Too many distracters in the field	13	8.8
Learners get mixed up due to too much information gathered from the field	9	6.1
Differences in learners abilities	8	5.4
Deep learning only possible after spending a long time in the field	5	3.4

Source: Field Data (2018)

Table 6 shows the challenges encountered by teachers when using the Field-Based Study Approach in enhancing deep learning of History and Government. The results of the study indicate that 27.7% of teachers identified students' negative attitudes towards field trips while 22.3% indicated that wide syllabus which learners struggle to cover without going deep and 19.6% of the teachers indicated that inadequate instructional/ learning resources limit the scope of learning as the main challenge they face when using Field-Based Study Approach in enhancing deep learning of History and Government.

Table 6 reveals that students' negative attitudes towards History and Government were among the challenges encountered when utilizing FBSA (27.7%). Attitudes were considered as a challenge because it affects a learner's interest and participation in learning (Luka, 2018; Odusoro, 2002). Learners with negative attitudes do not actively participate in learning and are generally low achievers. Low achievement does not only demoralize learners making them dislike learning, but also impacts negatively on attitudes.

A wide syllabus was also identified as one of the challenges using FBSA. It means that the teachers were of the view that the History and Government syllabus overloaded and covering it required a longer period. This could be a major hindrance to utilization of FBSA to enhance deep learning given that the approach is rich in activities, some of which require time to complete. These results support those of Kiio (2012) who noted that teachers preferred using teacher-centred teaching methods to facilitate History and Government syllabus coverage because they felt that it was too wide.

Table 6 further indicate that inadequate teaching-learning materials was a hindrance to utilization of filed base study to enhance deep learning (19.6%. This view could be informed by the fact that field activities require resources given that effective teaching of History and Government requires artifacts, films and videos, Information and Communication Technology (ICT) facilities, a well-stocked library among others (Ruto, 2013). These findings concur with the observations of Rono (2015) that lack of instructional resources was a key issue when utilising out of class teaching strategies. Moronfola (2002), also demonstrated that instructional materials increase learning rate, save teachers' time and effort, increase learners' interest and facilitate retention of what is learned. These studies confirm that instructional materials are not only key to effective teaching but also enhance deep learning.

Table 6 shows that effective teaching and deep learning requires a blend of teaching approaches. The results indicate 17.6% of teachers perceived that deep learning requires a blend of teaching approaches. This implies that utilizing a blend of teaching approaches was more effective in the teaching of History and Government; focusing on the Field-Based Study Approach would thus not enhance. The findings are in harmony with Grant and Gradwell's (2009) assertion that effective teaching requires that instructors possess a good understanding of the subject matter, pedagogical skills, and the ability to select appropriate content delivery methods. It means that adopting a variety of teaching approaches rather than concentrating on one is key to effective learning.

These results indicate that teachers were aware of the challenges faced when using FBSA. Given that these are perceptions, these challenges may or may not be encountered by teachers when they adopt the approach. However, it is good to take note of the identified challenges so that should they be encountered by teachers who have adopted FBSA, they would be able to come up with mitigating measures. This will go a long way in ensuring that FBSA enhances deep learning of History and Government

Suggestions on ways of enhancing Deep Learning of History and Government through FBSA

The teachers were also asked to suggest ways of utilizing FBSA to improve deep learning of History and Government. The suggestions proposed by the teachers were analysed thematically and summarized using frequencies and percentages. Table 7 presents a summary of the suggestions.

Table 7

Suggestions of how to Improve Learners Deep Learning of History and Government through FBSA (n = 147)

Suggestion	Frequency	Percentage
Organise more field-based trips	41	27.7
Extensive reading in the library	35	23.6
Combine FBSA with other methods that make the subject interesting and promote inquiry	24	16.2
Give learners a chance to interrogate historical facts	19	12.8
Use more films and documentaries	13	8.8
Increase the number of times learners interact with experts	11	7.4
Organise more discussions	7	4.7

Source: Field Data (2018)

The suggestions given by the teachers were; organizing more field-based trips (27.7%), 23.6% extensive reading (23.6%), adopting teaching methods that would make History and Government interesting and promote inquiry as ways of enhancing deep learning (16.2%).

Most of the suggestions given by the teachers are about organizing more field activities. It means that the teachers felt that Field-Based Study Approach would only be effective in promoting deep learning of History and Government if more field trips were organised. These results resonate well with the work of Millar (2004) who recommended incorporation of field-based activities in teaching since they widen the scope of learning. Kandamby, (2018) also advocates for the inclusion of more field activities that promote acquisition of first-hand knowledge and concretization of abstract ideas. The scholar argues that deep learning only takes place when the learner is the one who explores to create meaning and develops understanding by doing. These findings also lend credence to the results of Nyamwembe's et al. (2013) study which recommended that learners should be provided with opportunities to go out in the field and research history. They argued that providing learners with opportunities to engage in field activities enable them to research, interact with objects, gather knowledge and acquire skills.

The finding further shows that extensive reading in the library improves deep learning. The results are similar to those of Hay and Todd (2010) content that extensive reading supports acquisition of wide knowledge and development of research skills. Association of College and Research Libraries (ACRL, 2017) asserts that wide reading leads to information literacy, enhancing key components of deep learning such as inquiry-based and problem-solving learning, critical thinking and reasoning.

The suggestions given by the teachers provides an insight of what the teachers felt needs to be done to enhance the effectiveness of FBSA. These suggestions could be used by teacher to improve the implementation of FBSA in teaching. However, adopting some of the suggestion may not be possible as they require finances and additional teaching-instructional materials. For instance,

activities such as visits to museums require time and have financial implication as transport is required. Implementing these suggestions thus could be a challenge to most schools dues resources constrains. Mwathwana et al. (2014) noted that teachers rarely use field based approaches due to resource constrains. Despite these limitations, it is possible to enhance deep learning of History and Government through FBSA by optimum utilization of available resources, improvising and organizing activities around the schools.

Learners' Perceptions on the Effectiveness of Field-Based Study Approach in Deep Learning of History and Government

Data on the learners' perceptions on the effectiveness of the Field-Based Study Approach in enhancing deep learning in History and Government was gathered using a set of 16 close-ended items in their questionnaires. The respondents were asked to point out the extent to which they agreed with the items using a 5 categories (SA=Strongly Agree, A=Agree, U=Undecided, D=Disagree, SD=Strongly Disagree) Likert type scale. The learners' responses to the items are summarized in Table 8.

Table 8

Learners' Perception on the Effectiveness of Field-Based Study Approach in Enhancing Deep Learning in History and Government

Statement	N	Frequency				
		SA	A	U	D	SD
Field-trips equip learners with higher order cognitive abilities	380	27.9	57.1	6.8	6.6	1.6
Learners' understand the subject matter better through the integration of facts during visits to historical sites	385	42.1	48.6	6	2.1	1.3
Students learn a lot through discovery by examining artifacts/fossils during visits to museums	387	48.8	45.5	2.6	2.3	0.8
Reading widely in the library enables History and Government students to compare facts/information from different sources	388	42.3	48.7	4.6	2.6	1.8
Discussions held during a visit to the community and cultural institutions boost students mastery of History and Government content	378	38.6	47.6	9	2.4	2.4
Watching historical films and videos enhances students' knowledge retention	381	43.8	43.8	8.1	2.4	1.8
What students observe during field trips supports permanent learning	385	49.4	37.1	6.8	5.2	1.6
Attending historical exhibitions enables the student to construct new knowledge from what was observed	381	42.8	44.4	6.8	3.9	2.1
Frequent interaction with experts boosts students ability to interpret historical events	379	33.8	39.3	8.2	10.6	8.2
Students who spend a lot of time reading in the library are good at evaluating what happened in the past	373	44.2	43.7	7.5	2.9	1.6
Visits to historical sites provide students with the opportunity to analyse past events	381	45.7	44.9	5	2.9	1.6
Holding discussions with experts assist students to see the relationships among historical events	384	42.2	47.1	6	2.9	1.8
Field-based assignments enhance students problem solving abilities	377	35.8	45.1	10.9	5.6	2.7
Giving History and Government students field assignments provide them with the opportunity to define and pursue their own learning goals	378	41.8	41.3	9	6.1	1.9
Field excursion enhances learners creativity/imaginations	384	41.7	47.1	6	2.6	2.6
Field trip enhances learners imagination	384	47.7	43.8	3.1	2.3	3.1

Source: Field Data (2018)

Table 8 shows learners' perceptions on the effectiveness of Field-Based Study Approach in enhancing deep learning. The results reveal that students learn a lot through discovery by

examining artifacts/fossils during the visit of museums (94.3%), field trips enhance learners imagination (91.5%), learners understand the subject matter better through the integration of facts during visits to historical sites (90.7%) and reading widely in the library enables History and Government students to compare facts/ information from different sources.

Table 8 indicate that majority (94.3%) of the learners agreed that a lot is learned through discovery by examining artifacts/fossils during visits to history museums. It means that learners believe that engaging in activities during visit to museums like observing and classifying artifacts, broadens their knowledge. These results agree with Hauan and Dankert (2014) assertion that interaction with artifacts or fossils in the history museum enhances their understanding of concepts and development of analytical and interpreting skills.

Table 8 reveals that a high percentage (91.5%) of the respondents agreed that field trips enhance the imagination of learners. Imagination is the ability or action of forming new ideas, or images or concepts of external objects not present to the senses (Gotlieb et al., 2015). It is considered as an aspect of deep learning because it entails forming new ideas. Imagination is central because it allows students to reflect holistically about what they learn. This could explain the high percentage of learners agreeing with the item. These findings concur with those of Cunningham (2015) who noted that learners believed that field activities such as attending historical exhibitions made historical events came to life. This not only ignites the learners' imaginations but also plays a key role in their learning.

The results in Table 8 further show that majority (91.0) of the learners agreed that reading widely in the library enables History and Government learners to compare facts/information from different sources. This agreement could be attributed to the fact that comparison is an aspect of deep learning and libraries contain many information sources. Wide reading thus enables learners to gather information from many sources and compare them. The results are similar to those of Oguntimehim and Adeyemi (2004) who contend that reading in a well-equipped library exposes learners to many information sources and opportunities to compare what is gathered.

Generally, majority of the learners agreed with the items that were used measure their perceptions. This is an indication that they were of the view that Field-Based Study Approach was effective in enhancing deep learning of History and Government. The results suggest that they had positive perceptions. These findings support Wafula's (2015) contention that the field activities sharpen learners' observation skills, enabling them to acquire other skills such as critical thinking, analysis, and evaluation. Similarly, Yew et al (2016) were also of the view that active learning techniques such as role-playing, student-led discussions, and debates stimulate deep learning.

The perceptions of the learners' on the effectiveness of FBSA in enhancing deep learning of History and Government was determine using the learners responses to the items that were used to measure the construct. The responses were categorised as positive, neutral and negative and tallied. A perception was categorized as positive when a learner agreed with majority of the items. It was considered negative when a learner disagreed with the majority of the items. However, a

perception was considered neutral when a learner was undecided on the majority of the variables. The perceptions of the sampled learners were summarized using frequencies and percentages as shown in Table 9.

Table 9

Learners' Perceptions on the Effectiveness of Field-Based Study Approach in Enhancing Deep Learning (n = 390) of History and Government

Perception	Frequency	Percentage
Positive	349	89.5
Neutral	23	5.9
Negative	18	4.6

Source: Field Data (2018)

The results in Table 9 indicate that the perception of majority of the learners was positive (89.5%) while those of the rest were neutral (5.9%) and negative (4.6%). This means that the learners' perceptions on the effectiveness of Field-Based Study Approach in enhancing deep learning of History and Government were positive. These results support those of Boyle (2007) which showed that the Field-Based Study Approach was perceived to promote deep learning by raising students' motivation and abilities. Fogo (2014) also observed that students' believed that involvement in data collection, discussions, analysis and interpretation widened their knowledge.

The positive perception of the learners observed in Table 9 could be due to tasks that promote higher order cognitive skills assigned to learners during field activities. Some of the field activities are problem-based, which means that students learn by designing and constructing actual solutions to real-life problems. Field activities also allow students to employ various senses when learning, thus making topics, concepts, and principles more vivid. These aspects of FBSA broaden students' understanding and grasp of concept (Scott, 2015). These characteristics could explain why the learners perceived that the Field-Based Study Approach enhances deep learning. The positive perception is important for effective teaching because learning is enhanced when the emotional needs of students are met and believe that the adopted teaching approach is effective.

Relationship between Teachers' and Learners' perceptions on the effectiveness of Field-Based Study Approach in deep learning of History and Government

After finding out the teachers and learners perceptions, the relationship between them was established. The Chi-Square procedure was used to explore the relationship between the two constructs. The procedure entailed cross tabulating the teachers' and learners' perceptions. The percentages observed and expected counts of the cross-tabulation are shown in Table 10.

Table 10

Percentages and Counts of Teachers' and learners' Perceptions on the Effectiveness of Field-Based Study Approach in Deep Learning of History and Government

Respondent	Counts	Positive	Neutral	Negative
Teachers	Count	137	0	7
	Expected Count	131.1	6.2	6.7
	% within Respondent category	95.1%	0.0%	4.9%
Learners	Count	349	23	18
	Expected Count	354.9	16.8	18.3
	% within Respondent category	89.5%	5.9%	4.6%

The results in Table 10 indicate that the percentage of teachers' perceptions categories (positive = 95.1%, neutral = 0.0%, negative = 4.9%) and those (positive = 89.5%, neutral = 5.9%, negative = 4.6%) of the learners were not similar These results also indicate that the observed (positive = 137, Neutral = 0, negative = 7) and expected (positive = 131.1, neutral = 6.2 , negative = 6.7) counts of the teachers were different. Differences were also observed between the learners' observed (positive = 346), neutral = 23, negative = 18), and expected (positive = 354.9, neutral = 16.8, negative = 18.3) counts of the learners. These differences in percentages of perception categories, and between the observed and expected counts suggest that the relationship between the teachers' and learners' perceptions was statistically significant. This was confirmed by the chi-square test statistics in Table 11.

Table 11

Chi-Square Test Results Relating Teachers' and Learners' Perceptions on the Effectiveness of Field-Based Study Approach in Deep Learning of History and Government

Scale	Value	Df	p-value
Pearson Chi-Square	8.875	2	.012
N	534		

Source: Field Data (2018)

The results of Chi-square test in Table 11 reveals that the relationship between the teachers and learners perceptions was statistically significant at the 0.05 level, $\chi 2$ (2, N = 534) = 8.875, $\rho < .05$. The relationship was deemed significant because the observed p-value (p = .012) was less than the critical one (p = .05). The results imply that with regard to effectiveness of Field-Based Study Approach in enhancing deep learning History and Government, teachers perceptions affect those of their learners.

Chi-Square test in Table 11 shows that there was a significant relationship between the teachers' and learners' perceptions. These finding supports those of Ampadu's (2012) which revealed that the perceptions of teachers and their learners were related. . The study attributed the relationship to the fact that teachers control students' learning experiences as they decide what students do and the methods to perform those tasks. Kiarie (2016) also noted that students' perceptions and learning were significantly determined by the activities and beliefs of their teachers and the teaching methods used during lessons. This means that teachers' perceptions and behaviour plays

an important role in how students learn, recall, form mental pictures of their environments, acquire knowledge and skills. The results are also in harmony with those of Ngeno's (2013) study which showed that teachers' perceptions were related to those of their learners. The study attributed the relationship to the unique role of a teacher as a guide, mentor, role model and facilitator of learning in a class.

The significant relationship between the teachers' and learners' perceptions observed contradicts Hall's (2002) argument that when there are differences in experiences, training and what groups do, their perceptions are not related. The scholar argues that perceptions are mental images created about ideas and objects upon which messages are given meaning. These mental pictures are influenced by assumptions based on past experiences that often operate at the subconscious level. The perceptions of teachers may thus not be related to those of learners because of differences in experiences, training, and what they do.

The finding indicates that relationship between the teacher's and learner's perception is important to effective teaching and deep learning because it connotes that the behaviour (perception) of a teacher affects that of a learners. It means that teachers can change the learning behaviour of learners through FBSA. According to Adeyemo (2012) change in behaviour means learning has taken place. Given its richness in activities that enhance deep learning (observation, analysis, interpretation, application), the approach could if properly implemented enhance the depth of learning History and Government.

Conclusions and Recommendations

The conclusion drawn from the findings of this study was that the teachers and learners' perceptions on the effectiveness of the Field-Based Study Approach to enhance deep learning of History and Government were positive. It was also concluded that that teachers perceptions affected those of their learners. The positive perceptions have implications not only on the use of the Field-Based Study Approach but also on deep learning of History and Government. This is because the probability of teachers with positive attitudes towards a teaching approach using it is higher than those with negative attitude. In addition, teachers' perceptions influence how they plan and organize instruction and deliver content. Similarly, learning is affected by perceptions since it influences how information is recognized, organized, processed and interpreted. Given this scenario, FBSA if well implemented has the potential to boost the development of higher order cognitive skills which are essential for deep learning.

On the basis of these conclusions, it is recommended that teachers incorporate Field-Based Study Approach in teaching History and Government. Lessons that have field activities should be planned, organized and implemented well at minimum costs, for effective teaching and deep learning.

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