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Making Secondary School Geography Come Alive in Nigeria: A Case for Fieldwork

Amosun, Peter Adewale

Department of Teacher Education

University of Ibadan, Ibadan

Oyo State, Nigeria

E-mail: pa.amosun@mail.ui.edu.ng; amosun2002@gmail.com

Phone: +234803215555/ +12179044910

Abstract

Geography studies and describes the earth. It concentrates on both physical and human or cultural features of the earth. The study of which should not be limited to the classrooms. Geographical fieldwork is essential for a better comprehension of phenomena that are being studied from time to time, and it is also required for the purpose of acquisition of right skills among others. However, in Nigerian schools especially at primary and secondary levels, geographical fieldwork appears to be at lower ebb or is no longer in existence. This paper makes a wakeup call for a revival of geographical fieldwork in Nigerian schools. It clarifies what fieldwork is all about, pointing out the differences between it and other similar words, and emphasizes its importance. It finally debunks all flimsy excuses which teachers always give for not organizing fieldwork and makes a call for fieldwork to come alive once again.

Introduction

Geography is the study of the earth's distribution of its living and non-living creatures. Geographers have aptly categorized these into physical and human features. Hence the main focus of geography is the physical and human or cultural phenomena on earth. It lays emphasis on peoples, places, phenomena as they occur in particular patterns and as they evolve in a process in any environment. This is a subject that studies and teaches realities in the learners' environment and around the world. The classroom, outdoors, and far away are the workshops and fields of its endeavour. Geography makes learners travel thousands of kilometres on their seats right in the classrooms. It is supposed to be very much an interesting and exciting subject that should keep learners awake and alert throughout the period of teaching and learning either in the classroom or outside the classroom.

Geography teaching and learning at the colonial era in Nigeria was nothing but a shamble. It was confined into the classrooms. Learners heard and learned big names of phenomena that were in unknown faraway lands. Facts and information resulting from explorations were brought to classrooms, and these were expected to be memorized and rehearsed at a fingertip. Majasan (1969) and reiterated by Mansaray (1992) that it was an era of geography teaching and learning described as "capes and bays". Geography of Europe and its allies were taught, and learners were only exposed to pockets of information and happenings around the world.

The curriculum of geography was totally changed shortly after independence, as it came to emphasize three main areas which are now prominent. Geography in Nigeria now emphasizes local geography, map work and fieldwork. Learners are now made to be very familiar with the Nigeria terrain, as geography of Nigeria is being emphasized in the curriculum and being taught in schools. Learners are exposed to geographical concepts from known to unknown, familiar to unfamiliar, and from concrete to abstract. Geography teaching and learning begins in the classrooms and goes outdoors and moves to faraway and comes back to the classrooms. What is learnt in the classroom is verified and taught again outdoor and in faraway, then they come back to the classrooms to see, examine, analyse, report and write on what they have seen on the field. Geography curriculum in Nigeria specifically comprises map reading, physical geography, regional geography and human geography.

All these areas are well spelt out topic by topic which the geography teacher ought to teach and cover. However, fieldwork is not specified. Topics and times to be taught are not specified in the curriculum. This is where teachers are expected to use their discretion in organizing fieldwork by selecting appropriate topics and time for it. Though, this looks like a hidden curriculum because it is not specified and written out like topics in map reading or physical geography, it is duty bound on teachers to carry out fieldwork.

The Present State of Fieldwork in Nigeria Schools

Research has revealed that the present state of fieldwork in geography in Nigeria is awful both in quantity and quality. The curriculum is carried out only within the four walls of the classrooms. The writer has personally gone round a number of schools in Oyo state, my undergraduate and graduate students have been involved in geography curriculum evaluation over the years – more than a decade. The results we have got over time are the same. Teachers and schools hardly get their students engaged in fieldwork. Amosun (1994) in his work titled “an assessment of practical work in geography in some secondary schools in Ibadan” found that a whooping majority of students from five secondary schools he covered never participated in fieldtrip and field report writing. The researcher developed a great interest in the evaluation of Geography as a result of this study. A comprehensive questionnaire was then developed and validated. This has been used and reused by students under my supervision over the years. Each time it is used, its reliability is always tested, and it is always yielding high reliability coefficient. Awolusi (2012) and Falana (2015) used this instrument to collect data at Edo and Ogun state respectively. The results of the analyses of their data corroborated the awful state of fieldwork in geography.

In Awolusi (2012), teachers were asked how often they use fieldwork as a method of assessment. In other words, how often do they engage students in report writing or test after a fieldwork? The results show that a majority of the teachers (75%) never engaged them while 25% did. This indicates that teachers do not seem to know the importance of developing requisite acquisition of skills in students. Another result also showed that 75% of the geography teachers never used fieldwork as a method of teaching while 12.5% seldom did. This indicates that a majority of the teachers do not take out students for fieldwork.

This is actually a deviation from the expectation of total implementation of the curriculum.

In Falana (2015) results showed that teachers' methods of assessment using fieldwork reporting is a bit fashionable in Ogun state as teachers' response shows that 30.8% never used this method while 56.2% sometimes did, indicating that the importance of fieldwork seems not to be well appreciated among teachers. In the same vein, another result showed that, 65.9% of the teachers hardly get students engaged in fieldwork. This indicates that fieldwork is not fashionable among them. All the same, the result we have in Ogun state is better than many other states probably because of the presence of Olumo rock in Abeokuta which is popular and mostly visited.

From the above, and from experience and personal interactions with geography teachers, it is crystal clear that fieldwork as an important aspect of the curriculum is not being executed as expected. This, of course, has a grave impact on students' knowledge, attitude, motivation and performance, and consequently the development of the nation. The gains that should accrue to students such as having first-hand knowledge of their environment, and the motivation to pursue career in geography and those other courses that are related to geography are not being realized. However, teachers have pushed over this blame on some others quarters, and they seem to be telling us to look beyond them as far as fieldwork problem in Nigeria is concerned. Other stakeholders in this are students, parents, administrators and sites' hosts. These have been fully described in this paper.

House of Commons Education and Skills Committee (HoCESC, 2005) which was a committee set up by House of Commons, were saddled with the responsibility of finding out the problem with the decline in Outdoor Education. The report which was published by the order of the House of Commons have it that outdoor education is deterred because of false perception of stakeholders, that outdoor learning involves a lot of risks and cumbersome bureaucracy among others. In other words, fieldwork problem and decline is not only limited to Nigeria. However, the level of decline, if we have been there at all, seems to be more serious than any other place. There is therefore the need for a wake up and a shakeup on the part of teachers and by extension other stakeholders in this aspect of geography.

The Meaning of Geographical Fieldwork

The practice of true and real geographical fieldwork in Nigeria has been misconstrued overtime. If this area of geography teaching would come alive, the true meaning of fieldwork, its differences from other terms, purpose, prospects, principles, practice, and profits must be laid out systematically for our teachers to see, read, study and practice.

Geographical fieldwork involves actual geographical study or work carried out in the field that affords this opportunity. It involves the close observation and study of geographical phenomenon in the actual site that this phenomenon occurs (Mansaray, 1992)

Fieldwork is an umbrella term used nearly in all fields of endeavour. It generally means a work or study that takes place on the field, that is, outside the normal routine, classroom, or workshop or even laboratory. It is a form of human activity that is done outside its conventional base or place. For instance, geological students as part of their trainings and requirements for award of their degree, have to go to places in search of different types of rocks. This may, of course, be shown to them in the classroom as samples or specimen, but a massive rock formation can only be seen, touched, appreciated and studied in details through fieldwork. Geography students in the same vein are also expected to be exposed to different aspects of their curriculum outside their classrooms. The physical aspect of geography such as rivers and their features, weathering and their features, soil and soil erosion, deserts and its various landforms and the like. And in human or cultural geography, topics such as settlement and its types, industry, agriculture, tourism and the like are better studied on the field. This is because Geographers study the earth's phenomena. The phenomena they study are outside the classroom. Geography, therefore, cannot be studied well without a formal interaction with these phenomena. The environment is the laboratory of the geographers. Its practical is carried out there.

Fieldwork, therefore, is the educational activities which are curriculum based that are embarked upon by teachers and their students outside the four walls of the classroom. Fieldwork in geography involves the movement of teachers and students from the classroom to phenomena sites for proper understanding and positive appreciation of and prosperous skill acquisition from the phenomena. It is the direct observation of a geographical phenomenon

which brings about direct learning and interpretation of that particular phenomenon in relation to others as preserved and provided within that environment. Fieldwork begins outside the door of the classroom to the whole world. From the school compound to the school neighbourhoods, to the whole village or town, to the local government headquarters, then the state or province, other states, countries or regions of the world. The main purpose of embarking on such trips is educational, that is, teaching and learning and researching. This makes fieldwork participatory and exciting. In some other places different names have been given to fieldwork or fieldtrip such as *outdoor learning*, *outdoor education* or *education outside the classroom*

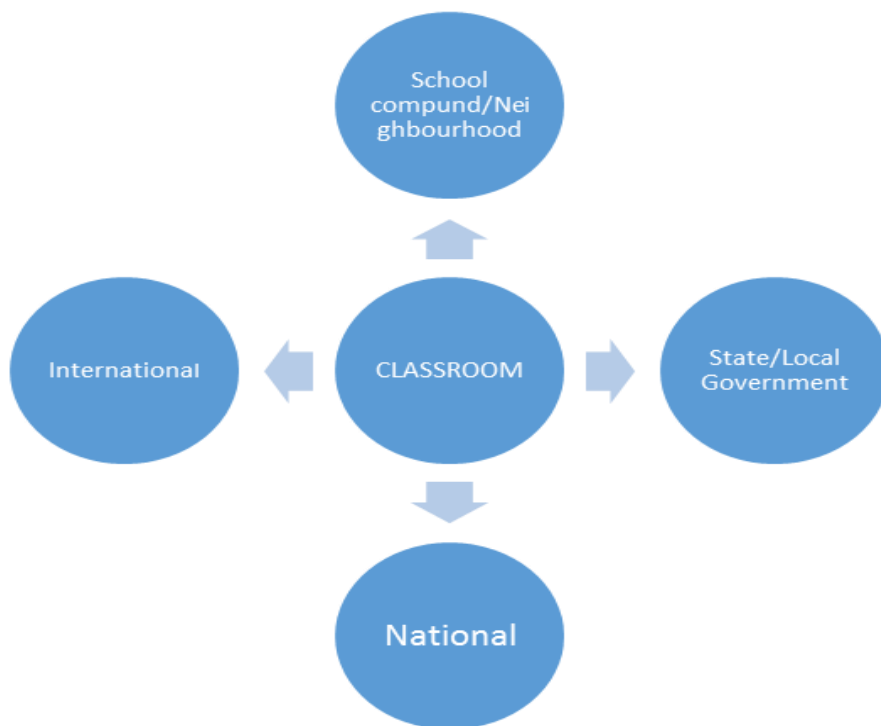


Fig. 1: Fieldwork Engagement

Students are carried to fieldwork and brought back to the classroom for field reporting. This could be near or far.

Geographical fieldwork is not a jamboree or a picnic time as most of the private and public secondary schools do in Nigeria. This is actually very common in all private schools in Nigeria. They are mostly travelling to near and far places such as Ghana, Republic of Benin, Dubai, London and the USA. Their arrangement cut across all secondary school classes and their primary school section, and is basically for pupils and parents who can afford it. Such trips lack purpose or focus on educational activities that are curriculum based, and they end up being a pleasure trip.

Difference between Fieldwork and Fieldtrip

Fieldwork and fieldtrip are most of the time interchangeably used. However, a slim and slight difference seems to be between them. Another word which has been synonymously used with these two is the word “*excursion*”. Excursion could be viewed as a pleasurable trip by a group of people to nearby or faraway places not for a curriculum educational purpose but for a sightseeing and relaxation. Fieldtrip seems to come next to fieldwork in the degree of academic purpose. Although, it has an element of excursion and often used interchangeably with excursion, it is organized for a group of people (students) for academic purpose of having first-hand information through observation and teaching and gathering of data.

Fieldwork is organized for students to systematically investigate or search for more and first-hand information, knowledge, understanding and skills by having close interactions with some selected phenomena on the field which the time and opportunity can afford. In the course of systematic keen observation, investigation and search; collection of information, samples, specimens and data is being done and students are made accountable for this afterwards.

Types of Fieldwork

The purpose of fieldwork can actually determine the type you want to embark upon. And sometimes the distance could also determine the type you want to embark upon. In all, the most important is that educational activities that lead to learning are embarked upon. Mansaray (1992) identified three types of fieldwork: field observation, field teaching and field research. Others classifications abound but this seems to capture teachers do on the field with their students. Teachers are expected to carry out their students for keen

observation of the phenomena that have been taught in the classroom. This has been referred to as field observation. At another time, the teacher might decide to carry students to the phenomenon site to teach them a new topic at hand. This has been referred to as field teaching by Mansaray, 1992. Field research is seen as carrying out students to the field to systematically investigate a phenomenon by collecting relevant data which are later subjected to scrutiny, analyses, interpretation and inferences. Teachers can adequately prepare to carry out these three types together at the same time as time and opportunity allow it.

Stakeholders in Fieldwork's Success

Literature especially that of HoCESC, 2005, has shown that teachers who are willing and motivated to organize fieldwork have always met brick walls and barriers on their ways. At different levels, different stakeholders take them up and constitute strong barriers for them. Fieldwork succeeds and becomes profitable to students when all stakeholders involved positively contribute their quota. Seven stakeholders, among others, have been identified as follows: The Curriculum planners, Teacher, Students, Principal, Parents, Site hosts and the Administrators. Each of these has significant contributions towards the success of fieldwork.

The Teacher: The teacher has quite a number of roles to perform from the beginning to the end of any fieldtrip. He/ She begins with him/ herself, being fully persuaded of the educational values and the curriculum imperatives of fieldwork, S/He then moves on to sensitization of the students, convinces the parents, finds out, calls and intimates him/herself with the phenomena sites and hosts, and then finally secures the administrators' permission. When a teacher succeeds in doing this, the job is half done. The success of the teacher depends on his/her conviction, interest and motivation.

The Principal: The teacher having being fully persuaded, he/ she goes to the Principal for a chat about his/ her intention and plan to organize a fieldwork. The teacher could do this in company of his /her Head of department or unit. It is assumed that the principal would agree and support the move of the geography teacher. It is after the full support of the principal that the students should be told and sensitized.

The Students: The teacher's persuasion and sensitization matters a lot as this goes a long way to make students see the purpose, profits and prospects

of fieldwork- it's immediate and future gains. As soon as students are convinced and interested, they would also begin to persuade their parents alongside the teacher. Students could motivate each other to participate. When a teacher succeeds in organizing fieldwork in one year or session, the sessions after would not be difficult because the eagerness and enthusiasm to go would have been passed to students and other stakeholders would have developed confidence in the system.

The Parents: Teacher continues to persuade as he/she reaches out to the parents of his/ her students through Parents Teachers Association (PTA) and students' personal letters to their parents. Parents' or guardians' consent and support are to be sought by the teacher. The persuasion could start from the PTA chairman, and then the PTA Executives before it is made known and open to the whole parents.

The Site's Hosts: The geography teacher also has to make preliminary visit to the site he/she intends to carry students to for fieldwork. He makes concrete plans with the site hosts; this will include the date, time and duration of visitation. The hosts should be briefed on what the teacher expects them to do when they eventually come for the fieldwork; this could be in the area of collection of data, information, skill acquisition and explanation of their activities,

The Administrators: Permission is not only to be sought from the principal and the parents, the teacher with the help and strong support of the principal should seek audience with the Local Education Board, State Education Board on the intending fieldwork, and if possible the office of the Commissioner for Education should be notified before embarking on fieldwork. This is important because they are all stakeholders as far as school management is concerned, and the government at all these levels will be held responsible should anything negative thing happens to the students in the course of the fieldwork.

The Curriculum Planner: It becomes necessary at this point to say that our curriculum planners should go back to the drawing board and make a firm stand on specific areas of geography which should be considered for fieldwork and suggest places that could be visited, and also make suggestion on the particular periods of the session that could be used. This aspect has been left for teachers to decide but this they have not been able to do or have found difficult to do. It is also important to see how this aspect of geography can be examined.

When all this is done and written down in the curriculum, the problems teachers are always having with other stakeholders whenever they want to organize fieldwork will no longer be there.

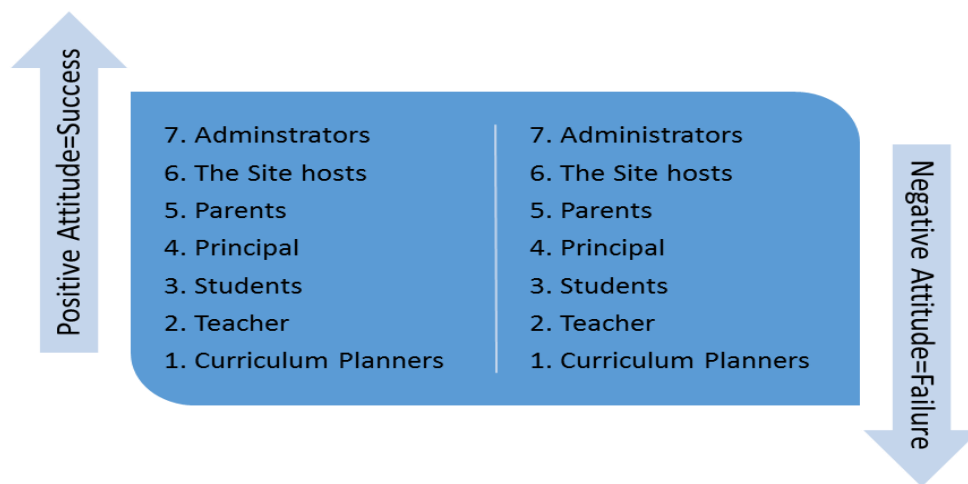


Fig. 2: Stakeholders in Geographical fieldwork’s success

From figure 2 above, it shows that positive attitude of each stakeholder in the course of organizing geographical fieldwork would lead to success whereas negative attitude would lead to failure. It is common experience in Nigeria, and elsewhere for teachers who are interested to organize fieldwork to be disallowed by stakeholders especially parents, because of financial commitment and risk it involves. When risks involved are magnified by stakeholders and all other forms of excuses are laid out as reasons why fieldwork cannot be organized, and teachers are not able to convince stakeholders and break the barriers of bureaucracy, geographical fieldwork would suffer and become an impossible task to accomplish. However, this is detrimental to students’ progress and prospects. This of course would hinder development in the nation.

Steps Involved in Organizing Fieldwork

Teachers who want to organize a successful fieldwork must of necessity take some steps that are carefully thought, and are purposefully and powerfully set out. The following might be a kind of model which is not sacrosanct.

1. **Teacher's Preparation:** The whole idea, interest, insight, initiative and inspiration about fieldwork begins with the teacher. If the teacher is interested and highly motivated to organize one, he/she would summon courage to overcome the huddles involved. The teacher has to go into serious planning and preparation in order to make success out of the trip. Some of these include; selection of topics and skills to cover, places to cover, number of days to use, period of the session to organize it, number of staff to be involved, specific class/es to be involved, number of students going. S/He also makes sure that where to sleep (if it is more than a day) and food to eat are made available with ease considering the population of the students. Lesson notes for the exercise should be well prepared and a time table for the exercise drawn to guide their movement from one place to another. The teacher should carefully and thoughtfully prepare Tips for a successful Fieldwork which should be taught in the classroom and also distributed to students later.
2. **Students' Preparedness:** The teacher has to prepare the students by sensitizing them. S/he has to tell the purpose and prospects of engaging them in the classroom. The persuasion may come with good examples of other schools which have participated with possible pictures or slides of places visited and places s/he would want them to visit. S/He has to share with them roles and responsibilities they have to play and bear. The teacher must see that the interest of the students is actually aroused. S/He has to get them prepared academically, socially, materially and financially. The teacher may even have to prepare with the students some ground rules that should guide and govern the trip. The teacher should choose some responsible students among them to work with, especially in running around for transportation and also in the area of spending, so that s/he would not be accused of stealing after the exercise. Above all students should be told to take their school bag with all their geography texts and notes, writing materials, Mathematical sets, and all cameras, phones, and the like. They should be told would evaluation and tests on the field. This would make students to know that it is not a time for jamboree or picnic. They are also to come with travelling bags and changeable clothes and outfits, especially their school uniforms and some muftis, and things needed for a fieldwork that is more than a day.

3. **Principal's Permission:** The teacher in the bid for permission and success of the trip should not despise his/her Head of Unit, Head of Department. S/He should be able to persuade both and secure their support. From this point, they would all meet the Principal or whoever is necessary for permission to organize fieldwork. Once the principal is persuaded of this academic exercise, the job is half done.
4. **Parents Participation:** The Principal who is convinced of the importance and imperatives of fieldwork would meet the Chairman of the PTA, and later they both would meet the PTA Executives for their support to organize fieldwork for the students. Once these ones are persuaded and have given their support, the principal and the PTA chairman would call for PTA meeting so that all parents would be dully consulted and their support sought. Once the agreement is reached, a letter would be sent out to inform all parents formally and the financial obligations would also be stated in the letter. This letter would have to be signed by all parents to signify their permission to take their wards for fieldwork.
5. **Site hosts' Partnership:** The teacher must visit the sites s/he wants to carry the students before the fieldwork exercise is embarked upon. This is to ascertain the facilities on ground and have meaningful discussion with the site hosts which would make the exercise exciting, successful and profitable. The teacher and the site hosts must agree on a particular day and time, the number of students coming for the trip, how much to be paid if they must pay at all, and all logistics must be ironed out properly.
6. **Administrators' Permit:** The Local Education Board, and the State Education Board should be informed formally. Letter of permission should be submitted when and where it is found and counted necessary. The details of the fieldwork should be submitted alongside. Finally, the office of the Commissioner for Education could be notified when and where it is found and counted necessary.

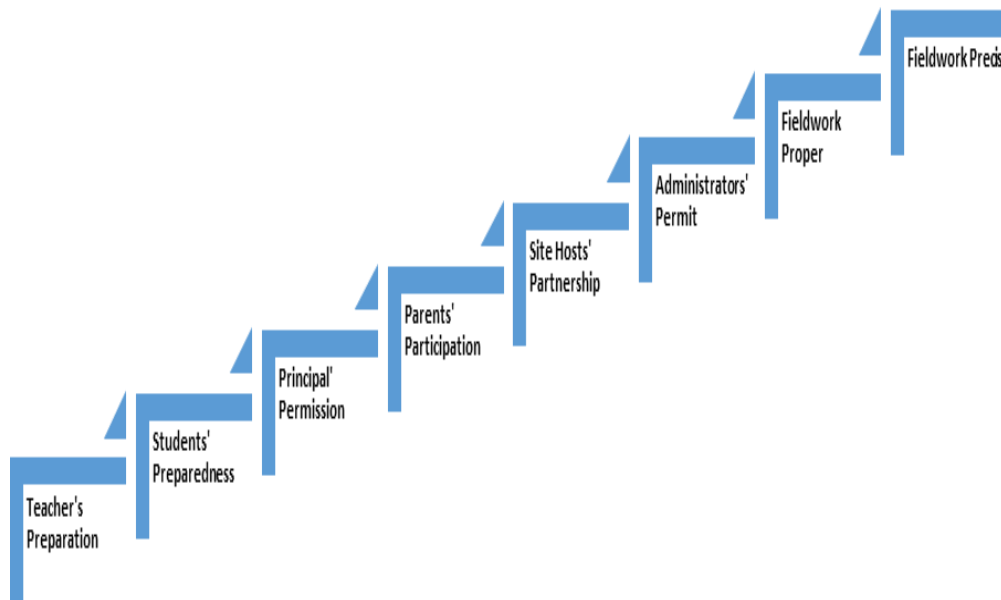


Figure 3: Steps involved in organizing fieldwork

1. Fieldwork Proper:

The teacher is expected at this point some logistics are assumed to have been taken care of, and s/he also have a detailed step by step of how to engage students on the field. This s/he does by having his/her notes of lessons prepared ahead of the trip. The following are seemed to be

- Transportation: The teacher with the help of other staff and selected students makes concrete arrangements with tried and trusted transport company especially that of the state or federal government for the journey. The buses to be used should be those ones in good condition-new or relatively new. And the drivers of those buses should be matured and experienced drivers with good record of no accident.
- Trip: The teacher gives out the set time for students to arrive for roll call, group formation, instructions and assignment into each bus with students' leaders and staff before boarding.
- Tips for a successful fieldwork: At this point, the teacher may give out the printed versions of ground rules and tips for a successful fieldwork,

to remind them once again and for them to read and remind themselves each time.

- **Teacher and other Staff:** The geographical and other staff would take the responsibility of seeking the welfare of these students and making sure they have an exciting time, and a successful fieldwork.
- **Teaching and Training:** As students come to the phenomena sites, teaching and training, tutoring, team work, that would involve the teacher, site hosts and students would commence. Students should be involved and engaged in the process. Questions should be thrown to them and they should be allowed to ask questions.
- **Test after each day:** After the fieldwork exercise each day, students should be asked to write report or test could be given them to evaluate the exercise.
- **Time off:** There should be time off for students to relax and play. A good place could be located each day for students to do whatever they would like to do but within the given ground rules. This time should be painstakingly supervised by the teachers and the students' leaders so as to prevent accidents, loss of lives, indiscipline, fight or immoral acts.

2. Fieldwork Précis:

After the fieldwork exercise, the teacher should have a serious time with the students for a brief summary of the trip and possibly publish a communiqué. Students should be made to write fieldwork reports individually, in groups and collectively. This could be presented in the classroom verbally with the aid of or no power points. The teacher should make sure the students are accountable for the time, money and energy they had expended on the fieldwork.

Setbacks to Geographical Fieldwork Success

Geography teachers over the years have complained of a number of problems and challenges which have acted as setbacks to organizing and engaging students in fieldwork, and most of the time they do not see themselves as part of the problems. Let us see some of the challenges to be associated with this.

1. *Teachers' inability to interpret curriculum*: Many teachers do not know that the curriculum planners have intrinsically embedded fieldwork in the curriculum and that it is expected of them to carry it out.
2. *Poor teachers' initiatives and ingenuity*: Some teachers who are aware that fieldwork is important because of the nature of the subject seem to lack initiatives, and they are not able to think out alternatives such as just making use of their immediate environment. For instance, the school compound, the school garden and sport field could offer a lot of opportunities. However, many geography teachers have never taken out students from the four walls of the classroom since they started their career as a teacher.
3. *Fear of risks involved*: It is absolutely true that geographical fieldwork could be hazardous. Accidents that involve loss of lives, serious injury and the like are some of the risks involved in fieldwork. However, these risks can be reduced to minimum if not zero level when all stakeholders give their maximum support.
4. *Problem of curriculum and time tabling*: Geography curriculum has been said to be wide by both teachers and students, and this has been attested to by literature. The fact that teachers have a lot to cover in the syllabus does not even allow them to think about fieldwork, coupled with the fact that fieldwork is not included in the school time table.
5. *Finance and funding problem*: Unlike in advanced countries where funds could be sourced from donors and governments to finance fieldwork, Nigeria students are responsible for any fieldwork embarked upon. This seems to be a big problem that troubles all stakeholders especially the parents or guardians. This seems to hinder teachers from making any attempts towards organizing fieldwork.
6. *Bureaucracy*: Teachers who are not determined and convinced of this course will find it difficult to embark on fieldtrip, this is because permission has to be sought from so many authorities, and these authorities may prove difficult sometimes.
7. *Disconnection from other sectors of the economy*: Education sector is often seen by many people as different from other sectors, our orientation in Nigeria appears to be awkward. Students are not always

treated as they are supposed to be treated, take for example, the tourist centre or site hosts and transportation sector who should help students by reducing their prices would rather be hiking it so as to get more money into their coffers. Even government transportation unit does not give special consideration to students who want to embark on fieldwork. They appear not to see it as a system. There is a total disconnect.

8. *Fieldwork is not at present being examined:* The fact that the curriculum planners and relevant examination bodies have not made fieldwork examinable makes teachers and other concerned stakeholders feel unconcerned about it.
9. *Uncooperative attitudes of stakeholders:* The uncooperative attitudes of stakeholders often hinder and discourage geography teachers from organizing fieldwork. Sometimes many parents feel it is a way of collecting money from them and teachers enrich themselves by it. Sometimes letter of permission is rejected by local education board or the site host even after meeting them one on one. Sometimes an influential individual who does not see the importance of fieldwork can even scuttle the whole planning and preparation.
10. *Inadequate personnel:* The geography teacher who is planning to go on fieldwork with his/her students might face the problem of personnel. He/she might be the only geography teacher in the school, other related course teachers might not be readily available, and one person cannot coordinate the students effectively. Even volunteers among teachers and parents could sometimes be unavailable.

Values of Geographical Fieldwork

Geographical fieldwork in quantity and quality has both intrinsic and extrinsic values. Some these have been identified by Mansaray, 1992, and House of Commons Education and Skills Committee (2005) and have been modified and expounded as follows:

1. *Familiarity with their own home environment:* Engaging students in outdoor education makes them feel at home. Things learnt in the classroom are verified and first-hand information is collected. They are able to assess their environment and the problems, possibilities and

prospect of thereby. They able to see the landscape and land use of that environment better.

2. *Better comprehension:* The students have, either, been taught before this time or are taught right at the phenomenon site, whichever, the fact is that students comprehend lessons better than when they are just taught only in the classroom. It is no longer abstract, it is now reality, this makes students comprehend lesson better by touching, feeling, verifying and interacting with the phenomenon.
3. *Skills acquisition:* A lot of skills are developed in students in the course of fieldwork among them are social skills, intellectual skills, lifelong and life skills. Specifically, these skills include; keen observation, data collection, numerical, interpretation, presentation, research and report writing, team/group working, decision making, map making, interpersonal relationship, tolerance, objectivity, and information, communication and technology skills among others.
4. *Motivation:* Fieldwork could set students' passion loose, as they see things as they are on the field. Passion for more knowledge through self-development, passion for research, reading and relevant career in geography and its allies. And even passion to do something in the future to make the environment a better place to live.
5. *Employment:* Students who have better knowledge of their environment and have first-hand information about their environment stand a better chance of securing a good job.
6. *Educational attainment:* Fieldwork improves student comprehension and then further helps them to perform better in their examinations.
7. *Personalization of learning:* Learning that occurs at phenomena sites are not easily forgotten. Such learning is often personalized. It goes, grows and glows with the individual for life. Perhaps that is why it called lifelong learning.
8. *Pleasure that banishes boredom:* This may be the least but it is true that fieldwork relieves both teachers and students of boredom of routines of the four walls of the classroom. It brings plenty pleasantries and

pleasures that banish boredom and fatigue and frustration that follow classroom routines.

Conclusion

This paper presents the argument that geography teachers nowadays hardly organize and get students engaged in fieldwork. Hence, the purpose, prospect and profits of this exercise have been denied students. It poises that a majority of the teachers are at a lost about this all important aspect of geography. This paper systematically lays out the purpose, principles, practice, prospects and profits of fieldwork. The call has now come to geography teachers to get fieldwork revived and make it come alive once again.

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