The Effectiveness of Teaching and Learning Process in Outdoor Recreation Management

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Abstract

This study was mainly venture into effectiveness of laboratory method in teaching and learning (T & L) process Outdoor course. Total of 23 males and 16 female adults involved voluntarily. Varies technique skills such as - Kayaking; Abseiling; Trekking and Navigating or compasses; Survival skills as well as Recreational Managing skills were performed in duration of 14 weeks. The respondents were undergone T & L process on these varies techniques hands - on practice for 3 hourly per session and per week. The final result showed descriptively all respondents were highly satisfied with the method used by course's instructor with mean score above mean score 4 out of 5 Likert scale for every single techniques skill and overall satisfaction level of respondents toward this method showed statistically as: Orienteering (M = 4.52); Abseiling (M = 4.45); Camp craft (M = 4.36); Survival (M = 4.33); and Trekking with 4.31 mean score. Perhaps, the effectiveness of T & L which was used by the course's instructor also with highly mean score of 4.25 which concluded all respondents satisfied with method regardless gender involved. Thus, the hypotheses of Ho2, Ho1 been rejected because one sample t- test showed there was significant differences mean score between Survival skill; Trekking; Abseiling; Camp craft and Orienteering with reading accordingly: t (39) = 40.676; p < .05; t (39) = 44.433; p < .05; t (39) = 44.179; p < .05; t (39) = 30.217; p < .05 and t (39) = 26.703; p < .05 respectively as well as highly correlated between the T & L process with gender t (39) = .343; p < .05. In addition, this study justified the laboratory exploration method was relevance and appropriate for outdoor recreation management and this fulfillment of the outcome based education perspective.

Keywords: *Outdoor Recreation Management, Technique Skills, Satisfactory level, Effectiveness, Teaching and Learning Process*

Introduction

People have always needed nature. Perhaps the most significant aspect of nature is that we are part of it. All the nature's laws and principles apply to us in essentially the same way as they apply to all other elements of the world. In our highly civilized environment, many people view nature as a foreign place, however, wisdom and nature are complementary. Never does one contradict the other, nature teaches us that change is both constant and vital.

Leisure today is having time to do as we please, to create, to enjoy nature and people to do things that enrich and satisfy us and it has been a goal of humanity, leisure and recreation are important aspects of our society nowadays. In our society, work traditionally has been associated with more than material accomplishment; it has been a source of personal satisfaction as well as

social and moral recognition. Modern values do not minimize the important of work but allow for a greater appreciation of leisure and recreation. People today generally recognize that wholesome outdoor recreation contributes to a well-rounded personality and richer life.

An early definition of outdoor recreation is recreation that occurs in the outdoor, since 1962 the Outdoor Recreation Resources Review Commission (ORRRC) reported that there were interrelated elements or activities within leisure and recreation especially involvement of varies resources as well as educational resources towards the definition of the outdoor until the recent era.

As far as experiences of people who involve in pursue outdoor activities, a number of terms are closely related to outdoor recreation and need clarification. Major related terms are experiential education, outdoor education, environment education, adventure education and outdoor pursuits as well.

Thus, the course of Outdoor and Recreational Management (Hence, Outdoor) here is the code and the name of one compulsory course, which attended by the group of respondents whereby, consisted of adults from Sport recreation first degree. There were having lesson or gone through the process of teaching and learning with laboratories method used which, conducted by the course's instructor with not solely on theory but hands-on practicing/training for several techniques in Outdoor to make sure comprising fulfillment of the requirements such as: technique skills - Kayaking; Abseiling; Trekking and Navigating or compasses; Survival skills as well as Recreational managing skills throughout one semester (14 weeks) time.

Theory Based

Experiential Education is an educational philosophy started by John Dewey as part of the progressive education movement at the beginning of the 20th century. It seeks to engage students through meaningful activities that will result in learning. Its students- centered approach emphasizes that students' social and physical environment are important to students learning, and that physical activity is an important component of education.

Experiential education can occur in classroom settings, as well as outdoors. Contrary to popular belief, experiential education is not merely learning by doing rather the key is to guide learning of the theory or the understanding that follow the experience. All varieties of outdoor education are based on experiential education principles and to be even hands on practices with more interaction within all students in the method used as Laboratory concerned.

Process of Teaching and Learning Method

Laboratory exploration method designed prior to exposure to the hands on varies technique skills - Kayaking; Abseiling; Trekking and Navigating or compasses; Survival skills as well as Recreational managing skills. The manual is compatible with texts emphasize on technique skills and exercises may be completed within two or three hours laboratory session (Gunstream, S.F. 1986; Jensen, C.R & Guthrie, S.P. 2006).

The number of pedagogical features to enhance student learning:

1. Each exercise begins with objective that outlined the minimal learning responsibilities of the students.
2. Numerous illustrations facilitate the students' understanding and laboratory procedures.

3. Key terms are emphasized in helping students' vocabulary.
4. Essential background material is provided in each exercise so that student has the information required to successfully complete the laboratory activity.
5. The student is required to demonstrate an understanding of the background by labeling the equipments used in the process of T & L.
6. Laboratory procedures followed.
7. The laboratory reports guide and reinforce and serve a convenient means of assessing student understandings.

The manual also offers a number of benefits for the instructors:
1. The exercises are basically self- directing which eliminates the need for lengthy explanation by the instructor.
2. The exercise use standard equipment and materials that typically available to instructors at most colleges/universities.
3. Required materials are listed for each section of the exercise and facilitate laboratory preparation.
4. The exercise and the major subunits (if needed) of most exercises are self- contained to that instructor may arrange the sequence of exercise to suit the emphasis of the course.

The Flow of the Conducted Course

Outdoor in the study was conducted with 3 hourly in a role for a week and continuous 14 weeks which were equal to 42 hours throughout the whole course. This appearance of course is appropriately in using the laboratory method in conducting the process of teaching and learning (Hence, T & L). Outdoor activities here involved varies activity and these activities were ran in laboratory method and all students would hands – on for handling the canoe, type of canoe and paddling skills included T- rescue as well as H- rescue had been exposed during the practice or training. Concurrently, water safety was applying in swimming pool rather than to open water trials.

The second laboratory experiences were all students been exposed to navigating with compass on land exploring, there were interesting subjects to know about compass, notation of the map concerned, the map reading, direction and judgment involved.

As far as abseiling is concerned, management of rope, harness safety, knots involved, types of knots and rope related, safety of students seriously considered as well as varies ways of abseil could be learned but the most basis was practicing and learned by them under supervision of an expert of outdoor who worked together with the instructor.

Survival skills that the undergraduates progress or learned with were mainly based on the principle of "self-survive" which with limited sources that undergraduates' had in this case for examples liked: food and shelters during the survival's laboratory.

After laboratory with hands on practicing and instructional conducted within the adults student and instructor by the mutual or 14 weeks which equivalence approximately 39 hours of training and practicing even highly physically involved throughout the whole 14 weeks and evaluation was done at the end of the course with summative approach called examination where else, the practicality of Outdoor by holding one final camp with at least 5 days affair or event and it was out of the conducive compound such as Desaru campsite, Johore Bahru, Johore. Where

else, the formatively evaluation which, involvement rubric and questionnaire distributed as well as instructor's observation, peer evaluation among participants throughout the camp at the end of the course.

Results

In this survey with title of : The Effectiveness of Teaching and Learning Method on Outdoor Recreation Management" and it was divided into descriptive and inferential statistical results in order to determine the efficiencies of teaching method (Laboratories exploration method) on the learning side of respondents.

Table 1 and 2 below were showing gender and age group of respondents for this study with the interpretation of it respectively.

Demographical Results

Table 1 – Gender of Respondents (n = 39)

Gender		Frequency	Percent
	Male	26	67
	Female	13	33
	Total	39	100.0

There were total of 39 respondents (Sport Recreation) who answered the questionnaire on how effectiveness of teaching and learning method used on Outdoor and Recreational Management by the course's instructor. Out of 39 respondents whereby consisted of 67% male and 33% was female respondents.

Table 2: Age of Respondents (n = 39)

Age		Frequency	Percent
	20	1	2.6
	21	29	74.4
	22	4	10.3
	23	4	10.3
	24	1	2.6
	Total	39	100.0

In term of age group, the age of 21 years old respondents consisted the highest percentage among them which was equivalent to 74.4% overall percentage of total and this was about 29 respondents. The youngest respondent was age of 20 with 2.6% and eldest was 24 years old and only one. This figure concluded that they were all adults. Adults are supposedly energetic and creative as well as internal curiosity on outdoor pursued especially in sense of equipped self readiness to face the actual world out there (job market).

Table 3: Overall Weight of Respondents (n = 39)

Body Weight		Frequency	Percent
	34kg-46kg	4	10.3
	47kg-59kg	14	35.9
	60kg-72kg	13	33.3
	73kg-85kg	3	7.7
	86kg-98kg	4	10.3
	99kg-111kg	1	2.6
	Total	39	100.0

In term of overall weight among these adults, the range of 47kg to 59kg was the consisting higher percentage contributed among 39 respondents, there were 14 of adults and this was contributed 35.9% as overall. There was one respondent in the range of 99kg to 111kg who was obese and at the same time there were 4 respondents were 34kg to 46kg who were considered light weight.

Table 4: Overall Height of Respondents (n = 39)

Respondents Height		Frequency	Percent
	150cm-155cm	6	15.4
	156cm-161cm	6	15.4
	162cm-167cm	7	17.9
	168cm-173cm	15	38.5
	174cm-179cm	3	7.7
	180cm-185cm	2	5.1
	Total	39	100.0

Thus, the height of respondents were 15 of them in the range of 168cm to 173cm who contributed 38.5% overall respondents where else only 2 respondents with 180cm to 185cm tall. They were in nation average height for participants who pursue this outdoor management course.

Table 5: Results of Respondents' Satisfaction Level (n = 39)

Technique Skills /T & L	n	Mean	Std. Deviation
Abseiling	39	4.4908	.38715
Trekking	39	4.3054	.35607
Survival Skills	39	4.3312	.35791
Orienteering	39	4.5154	.58828
Camp craft	39	4.3566	.48706
Effectiveness of TL	39	4.2449	.31513

Table 5 showed the results in mean score of satisfaction level for varies outdoor activities from this group of adults. As the whole, the results was overall with mean score above 4.00 which was highly satisfied 4 out of likert 5 point score and the highest mean score was Orienteering which statistically 4.52 mean score followed by Abseiling (M = 4.45); Camp craft

(M = 4.36) ; Survival (M = 4.33); and Trekking with 4.31 mean. Perhaps, the effectiveness of T & L which was laboratory exploration used by the course's instructor also with the high mean score of 4.25 which concluded that respondents were all satisfied very much with this T & L process.

Inferentially Statistical Results

As far as research was concerned, data were collected and was screened to avoid any biases from statistical aspect. Thus, in order to test on this study's main objective stated null hypothetical Ho1: There is no significance correlation between effectiveness of laboratory exploration method and gender.

Table 6: Correlation between Effectiveness of Teaching and Learning Method Used with Gender (n = 39)

Correlation Results		Gender in group	Effectiveness of TL process
Gender	Pearson Correlation	1	.343*
	Sig. (2-tailed)		.032
	N	39	39
Effectiveness of TL	Pearson Correlation	.343*	1
	Sig. (2-tailed)	.032	
	N	39	39
**. Correlation is significant at the 0.05 level (2-tailed).*			

Regarding to the table 6 resulted that null hypothesis (Ho1) was rejected with the reading of t (39) = .343; p < .05 means there was significance correlation between the Effectiveness of teaching and learning method used with gender.

Table 7: t-Test Results on Effectiveness of Teaching and Learning Method Used According to Event (n = 39)

Technique Skills	t	df	Sig. (2-tailed)
Abseiling	40.179	38	.000
Trekking	40.433	38	.000
Survival Skills	40.676	38	.000
Orienteering	26.703	38	.000
Camp craft	30.217	38	.000
Effectiveness of TL	44.488	38	.000

As far as inferential statistical result was concerned for this study, the effectiveness of this T & L (Laboratory exploration) method was highly effective with one sample t- Test score reading of t (39) = 44.488; p < .05 which means there was significance differences satisfactory

level among gender or age groups of respondents but there were all satisfied with this T & L method that conducted by the instructor, perhaps it was highly recommended T & L method for future T & L process.

Ho2: There is no significance differences satisfaction level in mean score on the effectiveness of laboratory method between technique skills of respondents.

Upon this method of T & L, results statistically showed that all technique skills that conducted with laboratory T & L process were achieved highly satisfied result between Survival skill; Trekking; Abseiling; Camp craft and Orienteering according with the statistical reading of $t(38) = 40.676$; $p < .05$; $t(38) = 44.433$; $p < .05$; $t(38) = 44.179$; $p < .05$; $t(38) = 30.217$; $p < .05$ and $t(38) = 26.703$; $p < .05$ respectively. This concluded that there was significance satisfactory level on the effectiveness between technique skills practices among all respondents.

As the conclusion, the effectiveness of laboratory exploration methodology in the process of T & L for Outdoor was strongly influence all technique skills learned appropriately among this group of adults and it showed successfully conducting course of Outdoor by the particular instructor with the research's result in this study.

Significance of the Study

This study finding was contributing to practice aspect especially in delivering knowledge and technique skills of Outdoor, the laboratory exploration method was highly recommended for the 14 weeks duration of study especially sports science course was concerned.

Teaching and learning process highly involved two ways interaction and multiple ways of communication as well as practices with hands-on practices by the respondents which this could be much interesting and much effective method to implement for Higher Educational Institutions' students (HEIs).

Upon the above contribution, this study was contributing to the test and measurement, the body of knowledge was taken part in such a way that the evaluation process were happening from the course participants of particular HEIs' respondents toward the capabilities and abilities of their instructor on how effective and efficiency of the course's instructor to handle the method of teaching and learning in long term.

Implication of the Study

The results of this study showed that the implementation of laboratory exploration method for Outdoor recreation course was considered relevance and highly effective in gaining technique skills that all respondents supposedly to learn and this was fulfillment of the emphasizing outcome based education overall found at the end of each lesson or the whole course in 14 weeks time as well.

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