

M.Sc Forestry Student's Perceptions Regarding Hill Tour, Session (2020-22) Pakistan Forest Institute Peshawar, KP, Pakistan

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ABSTRACT

Pakistan Forest Institute Peshawar study tours creates an environment for experiential learning where one can learn new adventures to explore and to directly observe what is being in practice compared to its theoretical model taught in the classroom. It provides opportunities to visualize the professional efforts. The students had excellent opportunity to interact with the environment. The study tour was well planned and well guided by our teachers as they are In charge of promoting study tour by providing guidelines, resources, support and pre-travel information by accompanying the group. The hill tour, which is a crucial component of the Forestry Course Field Work (forest kinds) with credit hours 2(0+2), is quite significant and essential for giving Pakistan Forest Institute Peshawar students practical information. The sites being visited were (Shogran, Balakot, Paras, Malakandi Forest, Naran, Saful Muluk National Park, Shinkiari). This paper explored the potential benefits of hill tour visits. The study samples consisted of forty-three students to gather input through questionnaires. This type of hill tours are made part of Forestry course at Pakistan Forest Institute in order to inculcate advanced practical field knowledge. This tour benefit students by allowing them to gather knowledge and skills in a variety of forest-related areas, such as the range of forestry methods for managing forests as afforestation, reforestation, and sustainable forest management. These outdoor activities are necessary to develop physique to work in harsh conditions because forester work in poor weather, which require strength and stamina. The results of this study indicate that the hill tour provides effectiveness in improving PFI college students' study and psychological health. Therefore, this study suggests that study tour can help to promote study, well-being and physical fitness among College students.

KEYWORDS: Study tour, practical knowledge, instructors, excursion, Pakistan Forest Institute Peshawar

INTRODUCTION:

Learning processes that take place in outside areas such as school playgrounds, meadows, and forests are included in the scope of outdoor education (Ford 1986; Lappin, 1984). Outdoor learning, defined as 'that which is beyond the

Walls of the indoors (Zink and Burrows 2008). Outdoor learning environments are less structured and formal than classroom environments, allowing more physical mobility. In comparison to a classroom

environment, allowing more physical mobility. In comparison to a classroom environment, outdoor learning increases the physical space around children. Greater physical activity has been shown to impact on children's educational attainment (Ahamed et al. 2007). The value of Hill tour is very important for self-development. Many researchers have investigated knowledge gain and learning that occurred during field trips (Hudak, 2003; Kisiel, 2006a; Mawdsley, 1999; Michie, 1998; Nadelson & Jordan, 2012; Scarce, 1997; Scribner-MacLean & Kennedy, 2007). A field trip, which may also be termed as an instructional trip, school excursion, or school journey, is defined by Krepel and Duvall (1981). Outdoor education allows children to have a wide perspective about things, because there is a wide world surrounding them outside (Öztürk, 2009). The idea that education should be given in nature dates back to Aristotle and Plato. forest walking could improve self-rated health status and reduce psychological stress. Marselle et al, showed that nature-based walking reduced perceived stress. . (Tal and morag 2009) described field trips as a source of student experience outside of the classroom. It promotes personal development (michie, 1998). The tour program closely followed various models recommended by (portn 1997). Field visits improve student's confidence (weaver and tucker 2010). Outdoor education involved cooperative learning method and it should be considered as an important and crucial part of the education program to showcase positive behavioral impacts such as cooperation, leadership ability, self-confidence and problem-solving skills to resolve unusual and difficult situations (M. T. Harun, and N. Salamuddin, 2016). Promoting outdoor educational programs will offer students the chance to interact with nature and develop a passion for the great outdoors. Involvement in outdoor activities will improve and encourage students' environmental awareness. Outdoor activities program which focused on recreation in a natural world environment can encourage the development of harmonious emotion and stimulate positive human interaction with nature and environment behavior (A. Junot, Y. Paquet, and C. Martin-

Krumm, 2017).

Field trips allow students to explore a unique area outside of the classroom (Behrendt & Franklin, 2014), but in some instances field trips are seen as "extra-curricular" opportunities (Yunker, 2011). Therefore, calling the program a "science investigation" rather than a field trip may encourage greater participation.

Numerous studies show an increase in environmental knowledge after an outdoor experience (Bogner, 1998, Carrier, 2009). In addition to environmental knowledge, research has shown a wide range of benefits to outdoor learning including increased perception and vocabulary, and a greater appreciation for the outdoors (Behrendt & Franklin, 2014), increased positive environmental attitudes and behaviors (Wells & Lekies, 2006) and a stronger "sense of place" (Haywood, 2014).



Figure 1 Map of Visited Areas.

MATERIALS AND METHODS:

Data was collected and gathered from the teaching faculty and the students (Forty-three) that were part of the hill tour through questionnaire. The students were divided into five groups named as A,B,C,D,E respectively. All the data was systematically obtained and analyzed.

The data being recorded was categories into three categories as Highly satisfied, Satisfied and less satisfied. According to the data collected from the students through questionnaires, it was evaluated that 81% of the students were highly satisfied from the hill study tour, 10% were satisfied and 9% were less satisfied.

It was observed that the learners who went hiking were satisfied with the guide the most, followed by participation in fieldwork and

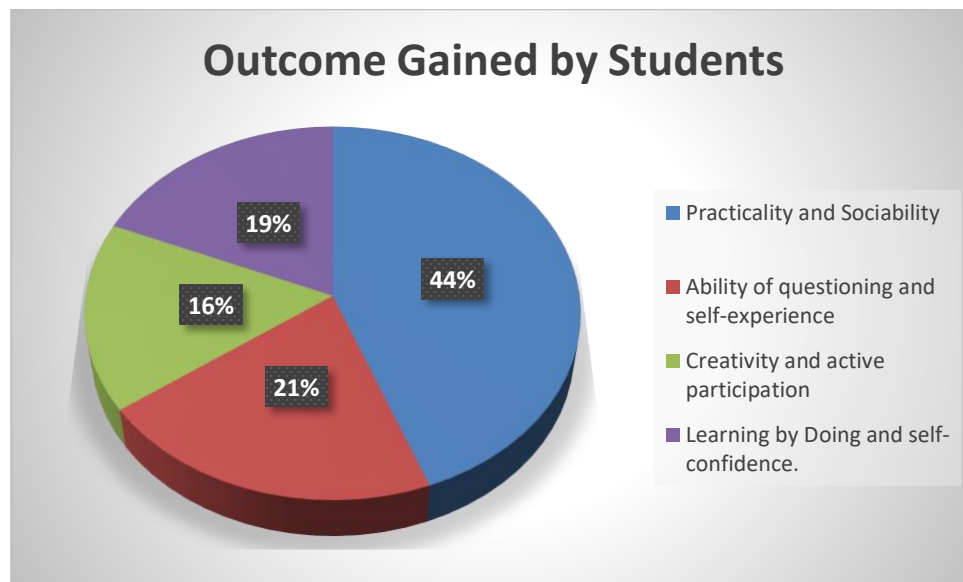
outdoor activities, and recreation activities during hiking.

STUDY TOUR QUESTIONNAIRES RELATED WITH FOLLOWING: -

1. Decision Making
2. Responsibility
3. Problem-solving
4. Creativity
5. Self-expression
6. Self-confidence
7. Practicality
8. Skill Development
9. Sociability
10. Active Participation
11. Learning by doing
12. Questioning
13. Cooperation

The results of questionnaire shared with the students reveals that outdoor activity in forest areas increased the practicality and sociability in 19 students, while 9 students said their ability of questioning, and self-experience was

developed above all. Field trip has helped 7 students in Creativity and active participation as per the questionnaire shared with the students. The rest 8 students have highlighted on Learning by Doing and self-confidence.



RESULTS AND DISCUSSION:

The study area is blessed with natural resources that helped to acquire knowledge about the forests, its various ecosystems, identification of various exotic species and threats to biodiversity. Apart from these, knowledge regarding land degradation control through soil conservation and management of watershed potential, promotion, regulation and management of forest ecosystem, Governance, afforestation for controlling water logging was part of knowledge gained. According to the developed questionnaire from the 43 students therein 81% were highly satisfied from the hill study tour, 9% were less satisfied and 10% were satisfied.

The papers also discuss students learning experiences. The study tour helped students to develop project management skills of scoping, planning, learning. Director Forest Education Division briefed about the scientific and technical aspects of Silviculture, protection

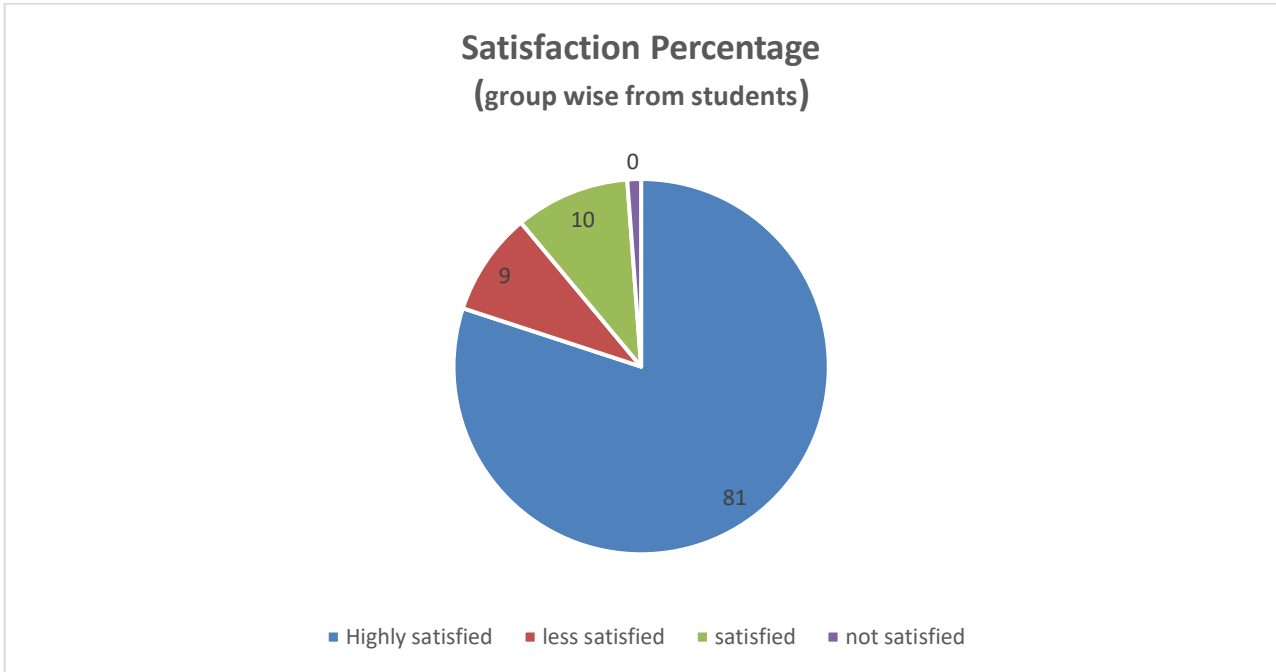
and forest regulations. This program has both great experience for both professional and personal key learning objectives. Similar studies have shown that green spaces, including forests, promote a sense of happiness. Luck. Et al, Reported that vegetation cover had the strongest positive relation with personal well-being. According to Lohr and Pearson-Mims, peoples felt more positive emotions and happiness when viewing trees than inanimate objects. Van Herzele, De Vries, Mackerron and Mourato reported that people living adjacent to green spaces were happier than people living in urbanenvironment.

Table: 1 Students Views From Respective Groups About Learning From The Study Tour

S.no	Group Name	Views/Feedback
1	Group A	<p>1) After attending the hill tour, we have acquainted ourselves more with the objective of conservation and management of Forest ecosystem. It is a miracle to meet such personalities. The tour was like an eye opener in many aspects, because it gave us new experiences to update our current knowledge.</p> <p>2) The study tour has helped us in gathering knowledge about the cultural, social and biological diversity in visited areas. This kind of tour is very helpful to us because it makes us learn new aspects regarding our area of study. Every moment of the tour will always cherish in our memories forever. This study tour gave us a lot of experience and exposure to learn new things relating to my subject. Study tour is both fun and educational. It is an amazing experience with specific learning goals. We were like a big family and we really enjoyed.</p> <p>3) We had familiarized ourselves with the knowledge of climatic conditions prevailing in diverse area and techniques of watershed and bad land stabilization. this study tour a grand success and great learning experience.</p> <p>4) Various application of tending operations, and other operations to protect stand and soil learned.</p> <p>5) It improved our generic skills, problem solving, personal interaction, insight learning.</p>
2	Group B	<p>1) Honestly, we would say that the study tour was our best experience, we learned so many new things about nursery management and operations.</p> <p>2) Our every day was useful and superb, we just want to say thanks to Director Forest Education Division and Instructors who helped throughout Tour.</p>

		<p>3) We lived like one family and were comfortable and a significant journey of learning.</p> <p>4) Came to know about the key ecological, socio economic and political influences on management of forest resources. And to understand the dependency on the forest resources. it provides you with holistic knowledge on forests.</p>
3	Group C	<p>1) We have learnt about different forest types, associated species, and soil conservation techniques.</p> <p>2) We have improved our mental skills and sound knowledge about different forest ecosystem, layout of bare rooted nursery.</p> <p>3) The study has enhanced our knowledge about protected area particular National parks.</p> <p>4) Came to know about forest policies and climate changes from indoor presentations. A significant amount of outdoor work, work is often in beautiful areas.</p> <p>Walking in the forest improves the amount of sleep and reduces the anxiety of participants. We were physically active in outdoors, were strongly associated with a higher quality of life.</p>
4	Group D	<p>1) The study tour duration should be decreased.</p> <p>2) We have satisfied from stay stations, meal and other logistics</p> <p>3) It was great opportunity to interact with different professionals</p> <p>4) Instructors are briefly explained about the forest management with the overall its administrative, economic, legal, social aspects.</p> <p>5) Developed critical and analytical attitude to the natural and managed environment.</p> <p>6) We have developed critical sense to understand related issues of social, economic and environmental.</p>
5	Group E	<p>1) Excellent arrangement of logistics and infrastructure.</p> <p>2) We had a good communication with our class fellows and teachers.</p> <p>3) We really acknowledged the contributions of Orderly Officer (OO) and Mess Secretary.</p> <p>4) We felt honor to gain a sound knowledge professionally and technically from instructors and tour in charge.</p>

		<p>5) We are really indebted of ADG and DFE for their constant support and motivation.</p> <p>6) We observed that canopy densities in some part of the stands that were low enough for light demanding successors species to prosper but in other parts so high that only shade tolerant species were able to prosper unless canopy density is reduced.</p> <p>7) It has Increased knowledge and motivation. It was useful in order to understand advantages and disadvantages of even aged and uneven aged stands, pure and mix stand influence of density, crowns. It was comprehensive and effective in order to gain the knowledge about forest ecosystem, forest types, natural and artificial regeneration, nursery establishment field planting techniques.</p> <p>8) It was good for observation, interpreting data, inter disciplinary learning, spiritual and moral development.</p>
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Conclusion:

It was concluded that the hill tour was beneficial as a mean of fostering students' creativity and practice in Forestry education. It is a tool to connect students to connect their concepts of classroom with their application in the field. It had a positive impact on the creative thinking of the students. As compared to other universities cocurricular activates in the field enriches the knowledge of the student which step up the students at PAKISTAN FOREST INSTITUTE with respect to other universities which don't give importance to

field work. Teachers have a major role in pre planning and implementation of such beneficial field visits. These visits improved cognitive change from theoretical knowledge to practical knowledge through long term memory due to practical field work. Cross cultural communication improved, and cultural linkages developed. It helped enhance current carrier part to become effective forester. It encourage students to develop skills for investigating innovations and new findings in Forestry.

FIELD LECTURES:



Figure 2 Field Lecture



Figure 3 Field Lecture**Figure 4 Field Lecture****ACKNOWLEDGEMENTS:**

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