EFFECTS OF FIELD-TRIP AND PROJECT METHODS ON MOTIVATION, PERFORMANCE AND RETENTION OF NIGERIA CERTIFICATE IN EDUCATION SOCIAL STUDIES STUDENTS IN

NORTH-WEST, NIGERIA

BY

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ZARIA

APRIL, 2021

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A THESIS SUBMITTED TO THE SCHOOL OF POSTGRADUATE STUDIES, AHMADU BELLO UNIVERSITY, ZARIA NIGERIA IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE AWARD OF THE DOCTOR OF PHILOSOPHY DEGREE OF CURRICULUM AND INSTRUCTION

DEPARTMENT OF EDUCATION FOUNDATION AND CURRICULUM STUDIES, FACULTY OF EDUCATION,

AHMADU BELLO UNIVERSITY,

ZARIA

APRIL, 2021

DECLARATION

I, SILAS JOHN declare that the work in this thesistitled EFFECTS OF FIELD-TRIP AND PROJECT METHODS ON MOTIVATION, PERFORMANCE AND RETENTION OF NIGERIA CERTIFICATE IN EDUCATION SOCIAL STUDIES STUDENTS IN NORTH-WEST, NIGERIAhas been carried out by me under the supervision of Prof. A. Guga, Prof H.O Yusufand Dr. A.D. Aliyu in the Department of Educational Foundations and Curriculum, Faculty of Education, ABU. Zaria. All information derived from the literature has been duly acknowledged in text and a list of references provided. No part of this dissertation was previously presented for another degree or diploma at this or any other institution to best of my knowledge. I am liable for any mistake(s) in this work.

_____ _____

John Silas Date

CERTIFICATION

This thesis titled EFFECTS OF FIELD-TRIP AND PROJECT METHODS ON MOTIVATION, PERFORMANCE AND RETENTION OF NIGERIA CERTIFICATE IN EDUCATION SOCIAL STUDIES STUDENTS IN NORTH-WEST, NIGERIA by JOHNSilas meets the regulations governing the award of the Doctor of Philosophy degree in Curriculum and Instruction of the Ahmadu Bello University, Zaria, and is approved for its contribution to knowledge and literary presentation.

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DEDICATION

This thesis is dedicated to my beloved wife Mrs. Tidah Silas John and children SimNom, Kpeiknom and KyomNom.

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All praise is to God who in His Infinite Mercy and blessings led me through the writing of this thesis. My profound gratitude to my supervisors; Prof. A. Guga, Prof. H.O. Yusuf and Dr. A. D. Aliyu for their untiring support, guidance and supervision of this research work from the beginning to the end, despite their tight schedules. May their service of love for God and humanity never go unrewarded.

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ABSTRACT

This study investigated the effects of field-trip and project methods on motivation, retention and performance of Nigeria certificate in education Social Studies students in North-west, Nigeria. Thus, the following research objectives were used to guide the research; assess the NCE students' motivation taught Social Studies using field-trip method and those taught with conventional method in North-west zone, Nigeria, find out the performance of NCE students taught Social Studies using field-trip method and those taught with conventional method in North-west zone, Nigeria, examine difference exist between NCE students' retention taught Social Studies using field-trip method and those taught with conventional method in North-west zone, Nigeria. Also, theresearch questions and hypotheses were in line with the stated objectives. Descriptive survey and quasi-experimental design were used as research design. The target population of study was all N.C.E II Social studies students of Colleges of Education in North-west zone, Nigeria totalling three thousand four hundred and forty (3440), out of which a sample of five hundred and three (503) was selected through the use of simple random sampling technique. Social Studies Performance Test (SOSPET) and Academic Motivation Scale (AMS) were used for data collection. Mean and standard deviations were used to present the demographic data ofrespondents as well as answering the research questions, while independent t-test was used to test the null hypotheses formulated for the study.The study established that, The post-test performance of NCE students taught Social Studies using field-trip method was higher than their pre-test in North-west zone, Nigeria and the difference is statistically significant. (P=0.000).The post-test performance of NCE students taught Social Studies using project method was higher than their pretest in North-west zone, Nigeria and the difference is statistically significant. (P=0.000). The motivation of NCE social studies taught using field-trip method was higher than those taught with conventional method in North-west zone, Nigeria and variation is statistically significant (P= 0.001). The motivation of NCE social studies taught using project method was higher than those taught with conventional method in North-west zone, Nigeria and variation is statistically significant (P= 0.001). The performance of NCE students taught Social Studies using field-trip method was significantly higherthan those taught with conventional method in North-west zone, Nigeria (P=0.000).The performance of NCE students taught Social Studies using project method was significantly higherthan those taught with conventional method in North-west zone, Nigeria (P=0.000).No significant difference found between the post test and post post-test performances NCE students taught Social Studies using field-trip in North-west, zone, Nigeria (P=0.326).No significant difference found between the post test and post post-test performances NCE students taught Social Studies using project in North-west, zone, Nigeria (P=0.263).No significant difference between the retention of NCE students taught Social Studies using field-trip and those taught with project method in North-west, zone, Nigeria (P=0.191). It was concluded that field trip and project methods better enhanced the motivation, performance and retention of NCE students thought social studies than the conventional method. Based on the findings, it was recommended among others that, Curriculum review by the Nigerian Educational Research and Development Council (NERDC) should be made to accommodate the dynamism of field-trip applications at all levels of Social Studies teaching in tertiary institutions. This will motivate student-centred instructional approach, students' autonomy to knowledge acquisition, and student self-discovery learning.

CHAPTER ONE
INTRODUCTION

1.1 Background to the Study

The primary purpose of Social Studies is to educate young people to become active citizens, who will become a part of a multicultural nation and conscious of the social world. Social studies education helps students in improving their values of citizenship, inquiry, problem-solving, critical thinking and decision-making skills on critical social issues. In this sense, different instructional practices are expected to be used to motivate, retain and enhance the students' academic performance at tertiary level such as colleges of education (Wade, 2007; Maxim, 2010 & Ilter, 2014).

Social studies education involved not only promoting content knowledge of Social Studies asa discipline, but also developing high-level cognitive skills and transferring values. To help students acquire these goals, teachers should be encouraged to use more authentic instruction approaches in teaching (Lam, Cheng & Ma, 2009). Method diversity can help students solve problems related to social world and educate them as democratic citizens. Among of these learner-centred methods are the field-trip and project methods, which have been recommended highly in education reforms. Field-trip and project methods provide an effective way for lecturers and students to develop creativity and supportive learning environments. Field-trip and project methods in Social Studies allow students to acquire ideas, democratic skills and values by conducting small projects and educational trip with their peers (Ilter, 2014).

Field-trip as a method of learning involves taking the students outside the classroom for the purpose of making relevant observations and obtaining some specific information. It could be in a nearby school farm, national park, institutions, agencies and government parastatal industry, forest or game reserve. It is an important component of teaching basic

concepts of Social Studies (Bajah, 2002). According to Aliyu (2008) field trip is taking students out of the classroom to places where they can see concrete illustration of classroom theories. It also offers direct observation and interpretation of the substance in their natural surroundings. It requires the use of basic skills such as observation, identification, classification and manipulation of substance in the natural surroundings. It provides real life context for the material being learned. It can make more sense and be remembered better if students can actually see where and how they work or take place in reality. This is in line with a Chinese proverb cited by Ukairo in Ahmad (2014) that says; What I hear, I forget; What I see, I remember; and What I do I understand. However, field trip is not the only method/ strategy for effective teaching and learning of concepts in Social Studies which can gear towards the training of the individual through learner-centred approach for maximum self and societal development, another is project method.

The term project method refers to a wider variety of educational programmes, learning experiences, institutional instructions and academic support strategies that are intended to address the distinct learning needs, interests, aspirations or cultural background of individual students or groups of students (Ahmad, 2014). Thus, project method is an educational enterprise in which students solve a practical problem over a period of time, days or weeks. It may involve publishing a class newspaper, solving a social problem and more. This method of teaching and learning focuses on applying, not imparting, specific knowledge or skills, and on improving student involvement and motivation in order to foster independent thinking, self-confidence, and social responsibility (Kilpatrick, 2015). Thus, the application of field trip and project method in teaching and learning process could enhance the N.C.E students' level of motivation, retention and academic performance in Social Studies.

Motivation is the combination of effort plus desire to achieve the goal of learning plus favourable attitudes toward learning of Social Studies among NCE students. That is, motivation to learn is seen as referring to the extent to which the NCE student works or strives to learn, because of the desire to do so and the satisfaction experienced in this activity.Motivation helps to inspire and direct NCE students' abilities so that they are able to learn and absorb knowledge that will be beneficial for future use as well, and ensure that academic performance is the result of internal persistence, rather than external pressure (Giampetro-Meyer, 2012). From a cognitive psychological standpoint, researchers have defined motivation as the process whereby goal-directed activity is instigated and maintained (McFerren, 2016). The theory of multi-finality suggests that depending on what is motivational to a student, those who start out in similar conditions go on to achieve different academic outcomes (Kruglanski, et al., 2013). Consequently, different situations and teaching methods influence students in an array of ways such as level of retention and academic performance.

Retention level of students' in Social Studies has effect on their performance in Social Studies as established in literature (Eze, (2002; Mbajirogu, 2002& Chukwu, 2011). One of the possible causes of NCE students' poor retention in Social Studies is inability of mastering of its basic concepts. Thus, to search for teaching method that can ensure students high understanding and retention of Social Studies concepts is imperative, since conventional method have failed to help NCE student retain Social Studies concepts and facts. Hence, the move to search for innovative method of instruction such as field-trip and project methods of teaching Social Studies becomes important in order to determine whether they can enhance the retention level and academic performance of students.

Academic performance of students is very crucial in the sense that the quality of teacher education is determined by the output of the students or academic outcome. According to Adeyemi (2011) academic performance can be described as the scholastic standing of a student at a given moment. This scholastic standing could be explained in terms of the grades obtained in a course or groups of courses. Thus, this is why individuals and organizations have made concerted effort to ensure that the best is derived as output from the educational system (Okon & Archibong, 2015).

Similarly, Nwazuoke (2007) noted that Social Studies teachers are expected to integrate creativity process in the classroom instruction, as a means of energizing the thought processes of the learners in thinking reflectively about their personal and national problems. It is therefore instructive that Social Studies teachers should be adequately trained by teacher preparing institutes of education, the universities and colleges of education by enriching their education programmes with innovative teaching methods, current educational reforms and policies, as well as emerging contemporary issues. This will make the social studies teacher functional in the implementation of the curriculum as well as being sufficiently acquainted with educational reforms and evolving contemporary issues.

Also, Mezieobi and Osakwe (2003), Esu and Inyang-Abia (2004), and Mezieobi (2007) have indicated that the essence of social studies instruction is to equip the learners with attitudes, values, knowledge, and skills for functional living in the Nigerian society. It is therefore imperative that effective implementation of social studies instruction in line with innovative teaching methods such as project and field-trip method in order to equip the learner with creative skills for productive living.

Ukadike and Iyamu (2007) reported that social studies teachers are yet to involve learners adequately in active learning engagement and condemned the expository method which is responsible for the poor implementation of the social studies curriculum and consequent poor appreciation by learners of knowledge, values, attitudes, and skills in social studies curriculum. Thus, in order to address the problem, the researcher opined that field-trip and project methodslessonneeds to be designed in such a way that will enable participation, interaction and collaboration forboth male and female students which will enhance their performance, level of motivation and retention. It is against this backdrop, that this study was undertaken to investigate the effect of field-trip and project method on NCE students' motivation, retention and academic performance.

1.2 Statement of the Problem

Social Studies is one of the core subjects in junior secondary school curriculum that is designed to inculcate in learners' right attitudes, values, knowledge and skills for effective citizenry and management of the environmental resources for maximum utilization. Thus, effective social studies teachers as crucial elements in the effective implementation of worthwhile school curriculum, maintaining that this has to be dependent on the quality of their teacher preparation, the level of skills teachers are equipped with and that quality basic education would be elusive without quality social studies teachers and teaching. The observed instructional lapses in the effective implementation of social studies curriculum at NCE level condemned lecturers over reliance on expository teaching approach instead of the learner centred approach such as project and field-trip methods which promote learners' investigative skills and scientific and critical thinking ability in tackling social problems, is a hindrance to the effective implementation of the curriculum as to realize the objectives of Social Studies at NCE level.

Furthermore, educators and researchers have expressed serious concern about the state of teaching and learning of Social Studies in colleges of education in North-west zone, Nigeria. In the bid to improve academic performance, motivation and retention of students in Social Studies, there is need for the use of instructional methods for improving teaching and learning processes that will ensure quality education to enable prospective Social Studies teachers compete favourably and meet up with the challenges of the 21st century. This search for appropriate teaching methods for effective teaching and learning occasioned the birth of series of methods which also include field-trip and project instructional method. The major issue is that, the usual conventional (lecture) method has not been able to address the poor academic achievementof students in Social Studies, it is on this basis the researcher carried out this research on effect of field-trip and project methods on motivation, retention and academic performance of Nigeria Certificate in Education Social Studies students in North-West Zone, Nigeria. A question could be asked at this point, would the use of field-trip and project method of teaching have any effect on students' motivation, retention and performance in Social Studies? This is the gap that this study intended to find empirically among NCE students in North-west zone, Nigeria.

1.3 Objectives of the Study

The specific objectives were to:

1. assess the pretest and posttest performance of NCE Social Studies students taught using field-trip method in North-west, Nigeria.

2. examine the pretest and posttest performance of NCE Social Studies students taught using project method in North-west, Nigeria.

3. find out the difference between NCE students' motivation taught Social Studies using filed-trip method and those taught with conventional method in North-west, Nigeria.

4. determine the difference between NCE students' motivation taught Social Studies using project method and those taught with conventional method in North-west, Nigeria.

5. determine the difference between NCE students' motivation taught Social Studies using fieldtrip and project methods in North-west, Nigeria.

6. evaluate the difference between posttest performance of NCE Social Studies studentstaught using field-trip method and those taught with conventional method in North-west, Nigeria.

7. determine the difference between posttest performance of NCE Social Studies studentstaught using project method and those taught with conventional method in North-west, Nigeria.

8. determine the difference between posttest performance of NCE Social Studies studentstaught using field-trip and project methods in North-west, Nigeria.

9. assess the difference between retention of NCE Social Studies studentstaught using field-trip method and those taught with conventional method in North-west, Nigeria.

10. assess the difference between retention of NCE Social Studies studentstaught using project methodand those taught with conventional method in North-west, Nigeria.

11. determine the difference between retention of NCE Social Studies studentstaught using field-trip and projects methods in North-west, Nigeria

1.4 Research Questions

The following research questions were developed to guide the study:

1. What is the pretest and posttest performance of NCE Social Studies students taught using field-trip method in North-west, Nigeria?
2. What is the pretest and posttest performance of NCE Social Studies students taught using project method in North-west, Nigeria?
3. What is the difference between NCE students' motivation taught Social Studies using filed-trip method and those taught with conventional method in North-west, Nigeria?
4. What is the difference between NCE students' motivation taught Social Studies using project method and those taught with conventional method in North-west, Nigeria?
5. What is the difference between NCE students' motivation taught Social Studies using field-trip and project methodsNorth-west, Nigeria?
6. What is the difference between posttest performance of NCE Social Studies studentstaught using field-trip method and those taught with conventional method in North-west, Nigeria?

7. What is the difference between posttest performance of NCE Social Studies studentstaught using project method and those taught with conventional method in North-west, Nigeria?

8. What is the difference between posttest performance of NCE Social Studies studentstaught using field-trip and project methodsin North-west, Nigeria?

9. What is the difference between retention of NCE Social Studies studentstaught using field-trip method and those taught with conventional method in North-west, Nigeria?

10. What is the difference between retention of NCE Social Studies studentstaught using project method and those taught with conventional method in North-west, Nigeria?

11. What is the difference between retention of NCE Social Studies studentstaught using field-trip and projects methods in North-west, Nigeria?

1.5 Hypotheses

The following null hypotheses were tested at 0.05 level of significance:

HO_1 There is no significant difference between pretest and posttest performance of NCE Social Studies students taught using field-trip method in North-west, Nigeria.

HO_2 There is no significant difference between the pretest and posttest performance of NCE Social Studies students taught using project method in North-west, Nigeria.

HO_3 There is no significant difference between NCE students' motivation taught Social Studies using filed-trip method and those taught with conventional method in North-west, Nigeria.

HO_4 There is no significant difference between NCE students' motivation taught Social Studies using project method and those taught with conventional method in North-west, Nigeria.

HO_5 There is no significant difference between NCE students' motivation taught Social Studies using fieldtrip and project methods in North-west, Nigeria.

HO_6 There is no significant difference between post-test performance of NCE Social Studies studentstaught using field-trip method and those taught with conventional method in North-west, Nigeria.

HO_7 There is no significant difference between post-test performance of NCE Social Studies studentstaught using project method and those taught with conventional method in North-west, Nigeria.

HO_8 There is no significant difference between post-test performance of NCE Social Studies studentstaught using field-trip and project methods in North-west, Nigeria.

HO_9. There is no significant difference between retention of NCE Social Studies studentstaught using field-trip method and those taught with conventional method in North-west, Nigeria.

$HO_{10.}$ There is no significant difference between retention of NCE Social Studies studentstaught using project method and those taught with conventional method in North-west, Nigeria

HO_{11}. There is no significant difference bjetween retention of NCE Social Studies studentstaught using field-trip and projects methods in North-west, Nigeria.

1.6 Significance of the Study

The finding of this study will be significance to curriculum planners, policy makers, Nigeria National Commission for Colleges of Education (NCCE) Officials, teachers, parents, students and future researchers.It is hoped that, the finding will reveal to government, most especially ministry of education that, field-trip and project methods have the potentials to contribute in different phases of educational development and effective teaching and learning of Social Studies through seminars, workshops publishing it in conferences and send it to library etc.

The research findings will be useful to National Commission for College of Education (NCCE) as it will make them appreciate the need to make necessary adjustments especially on the incorporation of full and comprehensive use of field-trip and project method in teaching Social Studies.

Moreover,theresultsofthis study willbeofgreatsignificancetotheSocial Studies curriculumplanners.Thecurriculumdeveloperswillfindtheworkusefulin reviewingtheSocial Studies curriculumbylayingemphasisonuse offield-trip and project methodssoastomeetupwithemergingneedsofthesociety in the 21st century.

The finding will revealedto government, educational plannersand teachersthat field-trip and project methodhavethepotentialtocontributeindifferentphasesofeducationaldevelopment such as retention, academic motivation,effective teachingandlearning.Thefindingsof thestudywillhelpSocial Studies teachers inchoosing appropriatefield-trip and project approaches capable ofrelieving students'tension towardsthe subject thus improving students' academic performancein Social Studies. It motivatedteachersof the subjectto developinteresttowardsutilizing suitablefield-trip and project methods

thatwillbeapossiblemeans towardsreducing problemsintheteachingandlearningof Social Studies.Findingsofthisstudywill helpclarifyamongtheteacherstheneedforcontinuousandregularuse of e-learning approach for teaching and learning of Social Studies.

Thefinding will alsoequip our educational administrators in the National Commission for Colleges of Education, educational test andmeasurement experts ontheneedtoprovide resources for use of field-trip and project method in teachingSocial Studies inour colleges of education North-west zone and the country at large, thiswillhelp to improve the quality of teacher education in Nigeria.

Theoutcomeofthisfindingwillalsosuggestwaysofeffectiveuseof field-trip and project methodtoenhanceteachingandlearningincolleges of education.Thestudyfindingwilladdto existing literatures on effect of field-trip and project methods on motivation, retention and academic performance of NCESocial Studies in North-west zone, Nigeria.

1.7 Scope of the Study

This study wason the effects of field-trip and project methods on motivation, retention and academic performance of Nigeria Certificate in Education Social Studies students in North-West, Nigeria. The study variables wereSocial Studies, field-trip, project method, motivation, retention in relation to gender of students. The study is delimited to federal and state colleges of education in North-West, Nigeria. The respondents were comprised mainly of students selected from both federal and state colleges of education that offered Social Studies as course at NCE level in North-west, Nigeria. This included: Jigawa State College of Education, Gumel; Federal College of Education, Zaria; Kaduna State College of Education GidanWaya; Federal College of Education, Kano, Sa'adatu Rimi College of

Education Kumbotso;Federal College of Education, Katsina; Adamu Augle College of Education Argungu, Kebbi;Shehu Shagari College of Education, Sokoto; and Zamfara State College of Education, Maru.

CHAPTER TWO
REVIEW OF RELATED LITERATURE

2.1 Introduction

This chapter focused on review of related literatures on Concept of social studies Education;Historical Development of SocialStudies in Nigeria;General Objectives andNature ofSocial Studies Education in Nigeria;Objectives ofSocial Studies at N.C.E. Level;Concept of Project Method;Project method and students' learning;Concept of Field-trip Method;Types of Field-trips;Field-trip and Academic Performance of Students;Field-trip and Retention of Students;Field-trip and Motivation of Students;Concept of Academic Performance;Factors influencing Academic Performance of Students; Concept of Retention; Theoretical Framework and Review of related empirical studies.

2.2.1 Concept of Social Studies Education

The nature of social studies education and its major focus on man and his environment had made many scholars to define the subject in different but more related way. Below are some definitions of social studies: To Mezieobi (2008), social studies is an integrative fusion of content and generalization from social science and the humanities; it is also viewed as a citizenship education. It is a vehicle for human skills development, and it is the ecological studies as well as a value ladder field of study. This definition points to the fact that Social Studies education focus on development of values, skills and learning of man in totality.

Also, Reggie (2008) refers to Social Studies as:

> An integrative field of study which probes man's symbiotic relationships with his environment endows man with the reflective or contemplative capacities, intellectual, effective social and work skills, to enable him understand his world and its problems and to rationally solve or cope with them for effective living in the society.

This definition view social studies as a study that helps students learn about human interaction and how to live by it in an even changing society. It is a problem solving

discipline aimed at equipping learners with skills and knowledge for solving these problems.

Moreover, Ndan and Jarimi (2011) conceived social studies as the field of education or the common learning of man's interaction with his social, physical, economic and political environments which influences and brings about human improvement. Social studies is a subject that study man in totality or different perspectives all in a bid tounderstand the problems of man and proffer possible solutions to it. Again, Arisi (2011) also viewed social studies as an organized, integrated study of man and his environment, both physical and social, emphasizing on cognition, functional skills and desirable attitudes and actions for the purpose of producing an effective citizenry. From this definition, social studies can be viewed as a functional education.

Furthermore, Arisi (2011) explain social studies as the study of man within his environment, physical, social, economic, psychological, religious, political, cultural, scientific and technological. Social studies is the study of how man exists in his environment, deals with the multitude of factors that bears on man's existence. It involves man's activities, the activities he engages in and why he engages in them. These include what he does, why he does them, what he believes in and why he believes in them; his problems and how they can be solved. Social studies as a subject provides us with the ways of looking at the society in order to understand it's structure and it's problems and to find ways of solving the problems of the society. Ebirim and Edi (2014) are of the view that, basically, man is the epicenter of Social Studies and the environment (physical and man-made) is the base for man's survival and existence in the environment in which he finds himself thus, man is being examined from the following comprehensive perspectives; social being, political being, legal being, religious being, cultural and economic being. This definition buttresses the fact that, social studies is the study of man and his

environment. In relation to the above definitions, one can conclude that social studies is aimed at cultivating in the learners, the knowledge, facts, attitudes, and skills for meaningful living in human society. Also, it is an integrated subject featuring different degrees of integration ranging from unindisciplinary (or within field) to fused (or beyond field).

In the words of Chukwu (2011) Social Studies is the study of how the human being influences his environment with the view of getting maximum benefits from it. It also deals with how the environment deals with human being in return. It equally studies the society, the relationship between people and the world in which theylive. They added that social studies could be defined from the spatio-temporal angle, which is in the context of space and time. For instance, Nigeria after independence witnessed problem of integration hence the need to teach patriotism and unity which called for the introduction of social studies education with its main focus on citizenship transmission. In other words, Social Studies is the integration of interrelationships of different subjects aimed at inculcating national consciousness and national unity, imbibing the right type of values and attitude for self and national survival, the acquisition of necessary skills, ability and competences which individuals need to be able to contribute to national development. The synthesis of definitions above portray social studies as organize around the central theme of human in society or human– environmental relationships. In other words, social studies is concerned with human relationships in his natural and human – made environment.

In another development, Enem (2003) states that Social studies is the study in which students acquire knowledge of citizenship and reflective inquiry. The National Council for Social Studies, NCSS (2000) while endorsing this view, pointed out that the objective of Social studies is to prepare young people to be humane, rational in thinking and

participating citizens in a world that is becoming increasingly interdependent.In the same vein, Uche in Bozimo and Ikwumelu (2008) opined that Social studies is a field of study which its content and purposes focus on relationship. According to him, Social studies provide knowledge, skills and attitudes that will enable people to understand their physical and human environment in order to act or behave as responsible citizens. Nwoji (2006) points out the place of science and technology in Social studies.

According to her, Social studies helps people to understand their environment and its influence on them. It looks at people in their social and physical environment. It also examines the effects of science and technology on the social and physical environment. From this dimension of definitions, social studies have social problems – solving focus. It has youth – related problem solving or character formation emphasis. This is because most of the societal problems which social studies was designed to address are predominantly youth – related either as perpetrators or as victim or both. The children, adolescents, and school age young adults are the most vulnerable groups in society to these problems or vice.

Viewing Social studies from global perspective, Adeyemi (2000) defined the discipline as an integrated course which enables human beings to participate effectively and rationally in the affairs of their local, national and international communities in a manner that will make the overall global society a better place than they met it. Oyibe (2011)focus on the integrated nature of Social studies by defining it as a formalized, correlated or integrated study of man and his environments which imbues the learner with the cognition, skills, values, attitudes, abilities and competencies that will enable him become an informed rational, analytical, participative and functional citizen.It is therefore appropriate to view

social studies as an element in general education studies or programme in all educational systems.

Also, Fadeiye (2005) seems to adopt this view by defining Social studies as “an integrated and interdisciplinary field of study whose ultimate aim is to produce people, who are socially competent, in other words, the production of competent human beings”. Social studies should therefore, been seen as eclectic subject which enable human beings to acquire knowledge, skills, attitudes and actions to participate effectively and rationally in determining the structures and compositions of their societies and the interaction between themselves and the environment in which they live. Comprehensively, the National Council for the Social Studies (2009), observed that social studies is “the integrated study of the social sciences and humanities to promote civic competence”, within the school programme, social studies provides coordinated, systematic study drawing upon such disciplines as anthropology, archaeology, economics, geography, history, law, philosophy, political science psychology, as well as appropriate contents from the humanities, mathematics and natural sciences. In essence, social studies promote knowledge of an involvement in civic affairs. These definitions indicate that social studies has always been part of the care or compulsory group of subjects in the school curriculum at any level of education wherever it is introducing.Finally, in the light of these, the researcher is of the opined that social studies, could be seen as an integrated curriculum which draws relevant contributions from other fields or forms of knowledge on the theme of human – environment relationships for the purpose of citizenship training.

Going through the definitions of Social studies given above, Social studies educationcan be seen as the study of society, how man exist and interacts with hisimmediate and remote environment. Social Studies Education is concerned with citizenship education as it

helpslearners in developing positive attitudes and skills in an ever changing society. Despite the conflicts and controversies that surround what Social studies is, Bozimo and Ikwumelu (2008)and Oyibe(2011) are of the opinion that there are ideas, generalizations or features that are common among the definitions. These are as follows: Man and his environments constitute the main focus of Social Studies; There is inter-relationship between man and his environments; Social studies aims at solving man's problems-social, economic, political, etc, and Social studies provides learners with citizenship, humanistic, intellectual and value education. Also, Onyekwelu (2006) maintains that whatever the differences or variations in the definitions of Social studies, one agrees that the central theme of Social studies is man- the study of his past, present, and future and the extent to which his physical and human environment influences his way of life and vice versa.

2. 2. 2 Social Studies Education in Nigeria

Social Studies as an integrated discipline wasnot in existence during the colonial era in Nigeria (1940-1960). What was found in the primary and post primary schools in the country was the teaching of a kind of curriculum called "General Knowledge (Lawal, 2003). Of course, the Nigerian child was therefore educated outside his/her own environment, his/her society and culture. It was more appropriate at that time to know and explain concepts from European examples. The development of Social Studies in Nigeria however came earlier than those of other countries in Africa (Ogundare, 2000;Lawal, 2003; Lawal and Oyeleye, 2003). This was because as early as 1958, the Ohio state University in the United States of America had sponsored some Nigerians for training programmes in Social Studies.

The arrival of the recipients of such training programmes greatly influenced their thoughts about Social Studies. For instance, they perceived the social ills that accompanied

Nigeriantransition from colonial era to independence. They discovered the high rate of acculturation among Nigerians and the rate at which the nation's cultural traditions were breaking down. They therefore, felt that the only way to salvage the country was to train the young ones in a manner that would provide them with opportunities to catch up with the new problem of change (Lawal & Oyeleye, 2003). This pattern of Social Studies thoughts was also complemented with an earlier effort at introducing the subject on an experimental basis in the Northern Nigeria teacher training institutions as a formal school subject. However, between 1964 and 1965, Social Studies had been introduced into Nigeria through the Northern Education Project and the Ayetoro Comprehensive High School Project of Western Nigeria. During this same period, the then Western Nigeria Ministry of Education began preparation for the propagation of the subject by convening a conference and agreeing to an outline of the Social Studies syllabus for secondary schools classes I and II (Ogundare, 2000;Lawal, 2003; Lawal & Oyeleye, 2003).

This was later assigned to the Department of Social Studies in Ayetoro Comprehensive High School with the assistance of the Ford Foundation Aid and the Comparative Education Study and Adaptation Centre (CESAC). The experimental teaching of Social Studies did not experience a total success in the Eastern Nigeria due to the civil war. The Northern states' education committee of the Interim Common Services Agency (after the creation of six states from the existing Northern States), however made a decision that Social Studies should be introduced into schools and colleges in the Northern states (Lawal, 2003). By 1969, Social Studies department was firmly established in the Institute of Education, Ahmadu Bello University in Zaria. In that very year, a national curriculum conference was held in Lagos and this gave a better national recognition to the subject as a means of achieving national objectives of education. 1970 witnessed another tremendous

position change in Social Studies as materials produced for primary and teacher's colleges in the Northern states were out and the CESAC's book were modified and refined. More states such as Lagos, Kwara and Kaduna began to introduce the subject in 1971. Representatives from the East Central State Ministry of Education also attended Social Studies Association of Nigeria (SOSAN) Conference in 1971 with the full support for the teaching and learning of the subject. With the first National Curriculum Workshop held in Ibadan under the sponsorship of the Nigeria Education Research Council (NERC), the first ever National Social Studies Syllabus for primary schools was produced. Concepts, nature, objectives, teaching strategies, teaching aids, evaluation techniques were discussed at the conference (Ogundare, 2000;Lawal, 2003; Lawal &Oyeleye, 2003).

Based on the necessity for training of pre-service Social Studies Teachers in primary schools, the Nigeria Education Research Council (NERC) produced syllabus for teachers Colleges in 1972 and the Institute of Education, ABU, Zaria introduced the subject into its Post Graduate Diploma in Education (PGDE) programme. In the same year, a degree courses in Social Studies in ABU, Zaria and Nigeria Certificate in Education (NCE) programme in Advanced Teachers College Sokoto was introduced in 1973. 1974 and 1975 witnessed another development at the Institute of Education, University of Lagos, where the subject was introduced at Associateship and NCE levels. 1976 was another year when Universal Free Primary Education was launched throughout the country, and the teaching of Social Studies in the primary schools replaced separate subjects of the social sciences. It became compulsory in teacher's colleges. In 1978, two- year Bachelor of Education (B.Ed) degree programmes in Social Studies was also introduced at ABU, Zaria. By 1980, the discipline of Social Studies was offered at all levels of our Educational system and the

National Policy on Education made it a core subject in primary and junior secondary schools.

In 1981, the NERC now Nigerian Educational Research and Development Council (NERDC), thought it wise to review the National Primary Social Studies Curriculum Guide which was produced in 1971. The revised guide was published by the Federal Ministry of Education in 1983". 1981 and 1984 witnessed another rapid development because many more universities started post-graduate degree programmes in Social Studies. Typical example of such institutions included: Ife, Ibadan, Ilorin, Lagos, Nsukka and Jos (Ogundare, 2000;Lawal, 2003; Lawal &Oyeleye, 2003). The Joint Consultative Committee (JCC) also approved the Junior Secondary School Social Studies Syllabus (Lawal, 2003). The National Teacher's Institute did not only produce the Grade II Social Studies Syllabus and texts, it also went ahead to write course books on Social Studies for NCE for Distance Learning System, the distribution of which started in January 1990. Almost all colleges of education now offer Social Studies in their current programmes. Degree and post-graduate programme in Social Studies are now being offered in more than ten universities in Nigeria (Ogundare, 2000;Lawal, 2003; Lawal & Oyeleye, 2003). The skepticism on the nature, scope and philosophy of Social Studies has been over to some extent.

2.2.3 Scope and Nature of Social Studies Education in Nigeria

Social Studies as a discipline varied from place to place over time and space. It is an integrated study of man and the outcomes of his interaction with his various environments whose nature and content are based on its integrated contents and methodology. It focuses on problem of man's survival in the process of his interaction with his environment by employing the system of analytical approach in identifying and studying of man in his

multifaceted environment (Olatunde, 2010 &Arisi, 2015). The study of Social Studies spreads along a continuum with sharp philosophical differences separating the two extremes. On one end of the continuum represents those who see Social Studies as the study of the Social Sciences in separate discipline with the intension of using the method and content of these disciplines.

Furthermore, Arisi (2015) quoted the view of Wesley and Wronski on the nature of Social Studies as the preparation for responsible citizenship through the use of the subject labels such as geography, history or economics and so on which are expected to influence the training of the youths. This group of people in their own views do not see the need for any subject label such as Social Studies as synonymous with the Social Sciences, here these discrete subject which constitute Social Studies in their separateness are viewed individually as Social Studies.

The other ends of this continuum are associates of Social Studies; they are those with the view that Social Studies led to behavioural changes of the learners. To them, the total school programmes contributes to the general education of the citizen here, it is the peculiarities of the subject that provide citizenship Education to the learners behavior. In this case, there is need for an integrated field of study such as Social Studies which derived, fuses or blends materials, contents, concepts and methods of the humanities and other subject areas such as the Social Science which Douglas should not be exclusive sources in the study of Social Studies, but the resultant fusion whose identity, concept, and contents of the subject area, where the content and concept are derived are completely lost (Arisi, 2015).

The third group of school of thought are those who perceived Social Studies as a combination or amalgamation or a federation of selected aspects of portion of the Social Sciences without each of these distinct subject not necessarily losing their separate identity. Preston also sees the discipline in this perception, with this Arisi (2015) says that when Social Studies was first introduce in the Nigeria schools, it was regarded as a combination of History, Geography and Civics. Because of these divergences view of Social Studies as a field of study there are many definition as there is many practitioners.

This view sees Social Studies as a field "as wide as the world and as long as the history of man, for good measures, it includes the millions of years prior to recorded history and also foreseeable future. It includes material drawn from the Social Sciences and related discipline psychology, social psychology, geography and philosophy as well as subject like literature, sciences, art and music and religion (Olatunde, 2010 &Arisi, 2015).Social Studies uses a horizontal or vertical and spiral approach format for the analysis of societal problems, starting from man as an individual, home (family), community, state, nation and international communities and the world at large.

Although, Social Studies is aimed at imparting knowledge and providing valuable information necessary for life, its basic function is geared towards helping to inculcate in the individual desirable social habits, attitudes and values as well as useful skills of listening, reading, writing and of calculation. In this way, Social Studies incorporates knowledge, skills, concepts, attributes and values drawn from history, religion, Social Sciences and humanities in the understanding of man and his environment. Knowledge they say is not compartmentalized. There is unity in knowledge, hence making Social Studies as an integrated or inter-related subjects is because it utilizes the already

formulated theories of these parent subjects in order to gain a holistic understanding of man and how he solves his societal and environmental problems.

2.2.4 General Objectives of Social Studies

Social studies is one of the subject in Nigerian schools which help the educational system work toward achieving set National objectives. Kadiri (2009) highlighted the general objectives of social studies to:

1. Give man adequate information and knowledge about his society and the wider world.

2. Create in man awareness and appreciation of the benefits and the results of scientific and technology discoveries and inventions and make him sees how these affect his everyday life.

3. Helphim develop his intellect skills, abilities and competencies and promote in him the spirit of enquiry, discovery, thinking and curiosity which act as a spur to further investigation.

4. Make man know what the society expects of its members so that he will be able to judge his actions as well as those of others.

5. Familiarize man with the norms of his society, and thus socialize him in accordance with such norms. This will enable him improve and perpetuate his society.

6. Help man become a good citizen and develop the necessary values and attitude needed in a democracy.

7. Createin man awareness and appreciate of community life in any human democracy.

8. Expose man to the problems of his society or environmental and equip him with appropriate solutions to those problems.

9. Helpman develop proper value judgment and ability to criticize, and select, and place events in their proper perspectives.

10. Help man develop valuable and socially acceptable concepts, ideas and philosophy of life.

11. The creation of an understanding of how to discharge their duties efficiently.

Social studies emerged as a subject of prime importance for study in schools. It studies the basic characteristics of man and detailed investigation into the varied expression of the adaptation of man to the area in which he lives. The scope of social studies is wide because it involves the study of man. In social studies, man lives in space, society and time. Therefore, he is made aware of his relationship with the past, present and future. Thus, Kadiri (2009) concluded that "in social studies, man is investigated in details for a proper understanding". It is a discipline which studies man at work, at play, at school, in society, etc.Social studies by its nature is an interdisciplinary subject. It enables the learner see relationship between man's events and activities. This is because man's activities cannot be compartmentalized. Events that take place do not respect boundary; for example, problems such as inflation, pollution, population, illiteracy, crime etc.

Social studies adapt concepts, facts and generalizations from the social sciences and the method of scientific investigation. Besides, social studies is wider and it is a holistic study

of man. Additionally, Ololobou, (2010) described the nature of social studies in terms of characteristics or essential features of the discipline. Some of these characteristics include:

i. It is a study of man as he interacts with the environment. Man is the central or core concern as he relates with various aspects of the environment.

ii. It is integrated knowledge and information drawn from a wide variety of sources is used to study man comprehensively. Social studies therefore portray the oneness and indivisibility of knowledge and the reality of man's interaction with the environment.

iii. Social studies is value based. All three domains of learning–cognitive, psychomotor, and effective are emphasized. However, the effective aspect of learning is given prime importance because social studies is interested in modifying the behaviour of learners to get them integrated into their various cultural areas.

iv. Social studies is a problem-oriented area of study. It is a response to the problems of society with a view to seeking rational solutions to the identified problems.

v. The core of all teaching approaches in social studies is inquiry approach. Learners are expected to go into the environment to investigate, collect, analyse data to make inferences and conclusion on social issues and phenomenon.

vi. Social studies is citizenship education. it is a study that exposes learners to the basic tenets of citizenship which emphasizes rights and obligations, human dignity and worth, dignity in labour, moral and spiritual principles in interpersonal relations to make them socially responsible citizens.

Supporting the above submission, Ololobou (2010) noted that meaningful social studies programmes highlight these features. Learners in social studies focus themselves in understanding the world they live. They focus on the problems around them; make inferences, conclusions and decisions based on observations made in the light of established societal values. Thus, social studies is the great connection between school leaving and living in the real world. Learners are prepared through social studies for active, meaningful and challenging citizenship in a democracy like Nigeria.

2.2.5 Objectives of Social Studies at N.C.E. Level

Colleges of Education are institutions set aside to provide quality intermediate teacher manpower requirement for the nation. To ensure quality control and the harmonization of curriculum of all NCE awarding institutions, the National Commission for Colleges of Education (NCCE) was established through the promulgation of degree 3 of 1989. According to this document, the objective social studies at NCE are:

i. produce professionally trained and academically competent NCE social studies teachers for primary and Junior Secondary Schools;

ii. prepare teachers who will inculcate in their learners rational adjustment to their physical and social environment through acquisition of knowledge, attitudes, values, cooperation appreciations and skills necessary for developing social and civic responsibilities;produce students who are capable of benefiting from further education in social studies and other related areas (NCCE, 2012).

Philip (2006) noted that other objectives though not listed on the minimum standard include to:

i. produce a pool of social studies teachers that could be used for implementation of the UBE programme;

ii. expose student teachers to contemporary issues and problems confronting the society, and keep them abreast with possible ways of solving them through the inculcation of skills of creativity, inquiring, critical thinking, analytical and rational judgment; and

iii. bring up students who imbibe the value and the need for cooperation and peaceful co-existence in the society and are able to teach same.

A closelook at the above N.C.E social studies objectives indicate that, potential social studies teachers must be equipped with sound knowledge of social studies through the use of various teaching methods that will help them implement the curriculum effectively at both primary and secondary school level. One of these methods for effective teaching of social studies at the N.C.E level is project and field trip method.

2.3.1 Concept of Project Method

In classroom around the world, teachers lecture, students take notes, and then students are tested on what they have learnt. Today, experiential or "hands-on" learning is fast replacing or supplementing the traditional "chalk-talks". Through experiments, simulations, debate, and other participatory activities, students discover concepts on their own. Experiential learning increases retention, motivates students to learn and encourages group cooperation (Sola & Ojo, 2007). The Project method of teaching involves assigning a particular work to student or group of students to work on and complete at his/her/their spare time and report back to the teacher as when demanded. The project method provides an excellent opportunity for the complete act of thinking by the students. Rogus in Sola

and Ojo (2007) saw it as a means of teaching the students' self-discipline. In project method students have occasion to define the problem, plan his work, find appropriate resources, carry out his plan and draw conclusion.

Added to this, Westwood (2008) defined project method an authentic learning model or strategy in which students plan, implement, and evaluate projects that have real-world applications beyond the classroom. Project-based learning is an instructional method centred on the learner. Students develop a question and are guided through research under the teacher's supervision (Gültekin, 2007; Bell, 2010). Instead of using a rigid lesson plan that directs a learner down a specific path of learning outcomes or objectives, project-based learning allows in-depth investigation of a topic worth learning more about (Harris & Katz, 2001).

Also, Thomas, Mergendoller and Michaelson in Baş (2011)described projects within project-based learning as based on challenging questions and making students having central role in design, problem-solving, decision making processes so giving students the opportunity to work relatively autonomously. In project method, students plan, implement, and evaluate projects that have real-world applications beyond the classroom. Project method is a comprehensive approach to classroom teaching and learning that is designed to engage students in investigation of complex, authentic problems and carefully designed products and tasks. The use of project method in class is possible after providing the information that is needed for the project. The classroom activities should be student-centred, cooperative, and interactive (Baş, 2011).

The project method is a teacher-facilitated collaborative approach in which students acquire and apply knowledge and skills to define and solve realistic problems using a

process of extended inquiry (Validya, 2003). It is also referred to as Project-Based Learning (PBL) as it involves the making of actual projects by the students. Projects are student-centered, following standards, parameters, and milestones clearly identified by the teacher. Students have control over the planning, refining, presenting, and reflecting of the project. Through projects, students are engaged in innovation and creativity (Project Lead the Way, 2003). Project-based learning involves assignments that call for students to produce something, such as a process or product design, a computer code or simulation, or the design of an experiment and the analysis and interpretation of the data. The culmination of the project is normally a written or oral report summarizing what was done and what the outcome was (Wambugu, 2008). Project-based learning implementations in science curricula have not been extensively reported (Draper in Muriithi, Odundo, Origa & Gatumu, 2013). According to Zhaoyao (2002), in project- based learning, students mainly apply previously acquired knowledge and the final product is the central focus of the assignment, while in problem-based learning, students have not previously received formal instruction in the necessary background material and the solution process is more important than the final product.

Project method engages students in gaining knowledge and skills through an extended inquiry process structured around complex, authentic questions and carefully designed products and tasks (Thomas, Michealson & Mergendoller, 2002). Project method enhances the quality of learning and leads to higher-level cognitive development through the students' engagement with complex and novel problems. Students are exposed to a wide range of skills and competencies such as collaboration, project planning, decision making, and time management through projectbased learning (Baş, 2011). Project-based learning increases the motivation of students. Teachers often note improvement in attendance,

higher class participation, and greater willingness to do homework. When teachers successfully implement project-based learning, students can be highly motivated, feel actively involved in their own learning, and produce complex, high-quality work (Yalçın, Turgut & Büyükkasap, 2009; Baş & Beyhan, 2010). Project-based learning is still in the developmental stage. Based on research evidence gathered over the past years, project-based learning appears to be effective model for producing gains in academic achievement.

2.3.2 Effects of Project Method on Students Learning

Projects are usually done by student teams but they may also be assigned to individuals to avoid many logistical and interpersonal problems but also cut down on the range of skills that can be developed through the project. The challenge of project method is to define projects with a scope and level of difficulty appropriate for the class, and if the end product is a constructed device or if the project involves experimentation, the appropriate equipment and laboratory and shop facilities must be available (Muriithi, Odundo, Origa & Gatumu, 2013). Hybrid (problem/project- based) approaches encompass all of the difficulties associated with both methods and so can be particularly challenging to implement. According to Jean (2007), the project method encourages the learners to be self-directed, build research skills and help them to determine their own needs. This method is based on John Deweys philosophy that education begins with the curiosity of the learners (Muriithi, Odundo, Origa & Gatumu, 2013). When this method is used, students arrive at an understanding of concepts by themselves and the responsibility of learning rests with the learners. Jean (2007) notes that project method is based on constructivist learning theory which contends that learning is deeper and more meaningful when students are involved in constructing their own knowledge. White cited in Muriithi, Odundo, Origa and Gatumu (2013) is of the view that project method is a teaching-learning activity that requires the learners to determine either the strategies, resources and

or the target which allows for a range of solutions. Project method makes the learner to take charge of the learning process under the guidance of the teachers.

According to Twoli (2006), individual project method is a measure of how capable and responsible one is at individual level with minimum supervision. This method helps the learner to develop capabilities such as the intellectual skills, cognitive faculty, motor skills and positive attitude towards physics (Chiapetta & Koballa, 2006). The teacher brings to the attention of the learners the need for them to undertake the projects. S/he then introduces the projects, discusses the procedure and then encourages the learners to undertake those projects that require the use of using locally available materials. The teacher acts as a facilitator and also helps in the evaluation of the processes and product of the project. In some cases, learners initiate their own projects which are generated during learning process.

As noted earlier, a number of studies have examined the effects of project-based learning in primary, secondary school, and post-secondary contexts. Studies comparing project-based learning to conventional instruction have yielded results similar to those obtained for problem-based learning, including significant positive effects on problem-solving skills, conceptual understanding, and attitudes to learning, and comparable or better learner achievement on tests of content knowledge (Thomas 2000; Mills and Treagust 2003). In a study investigating the effects of project-based learning on students' performance of higher cognitive skills in secondary school agriculture, Kibett and Kathuri (2005) observe that those taught using the project method in agriculture outperformed their counterparts in regular classroom. The project method differs from the traditional method where teachers come to class with highly structured curricula and activity plans, sometimes referred to as "scope and sequence. However, Mills and Treagust (2003) noted that students taught with

project-based learning sometimes gain less mastery of scientific concepts than those taught using the conventional methods. They further noted that some of the students may be unhappy over the time and effort required to complete the projects and the interpersonal conflicts they experience in teamwork.

Added to this, Stroupe, DeBarger, and Warner (2016) argue that Project Based Learning is highly compatible with ambitious instruction, with a high degree of overlap between Project Based Learning and Ambitious Instruction in that both involve: creating purposeful and authentic project experiences; learning experiences that are driven by deep integration of core disciplinary content and practices; interactions among students that are encouraged to be supportive; and teaching and assessment practices that are research-based. Project Based Learning is also compatible with the related construct of rigorous instruction.

Fewer such studies have been conducted with younger students, particularly those in the pre-primary and primary grades. Some studies of Project Based Learning with young children have focused on effects on overall development, rather than a particular content area or domain. In one study, Habok (2015) compared pre- and post-test performance on assessments of experiential reasoning and logical relations of kindergarten children in two classrooms in Hungary. One classroom used what the author referred to as the project method with concept mapping for three units (on mushrooms, Christmas, and Carnival) between pre-testing in October and post-testing in May. The amount of time devoted to the method was not specified. The other classroom employed traditional instruction. At pre-test, children in the traditional-instruction classroom had an advantage over those in the project-method classroom. At post-test, children in the project method classroom attained the same level as children in the traditional-instruction classroom. Other studies have

focused on PBL in relation to specific domains. Aral, Kandir, Ayhan, and Yasar (2010) examined Turkish children's acquisition of basic concepts (e.g., colors, shapes) in one classroom that used the typical preschool curriculum and another classroom in the same school in which teachers taught the concepts using Project Based Learning. The Project Based Learning was employed once per week for 12 weeks. Few other details were provided. In contrast to the other studies reviewed, in this study there was no evidence of an advantage for a project-based approach.

Focusing on science content knowledge, Robinson, Dailey, Hughes, and Cotabish (2014) randomly assigned teachers in 70 classrooms in low-income schools in the U.S., grades two through five, to an experimental group who experienced a Project Based Learning curriculum along with more than 100 hours of professional development over two years (including a summer institute and weekly coaching) or to a comparison group who taught science as usual for the year. Although results for the full sample have not been published, Robinson, Dailey, Hughes and Cotabish (2014) compared the learning gains of students labeled as gifted in both groups, concluding that those students who participated in the Project Based Learning condition made statistically significantly greater learning gains in science process, concepts, and content knowledge than the comparison group. The randomized design allowed a strong causal inference regarding the relative efficacy of the experimental and control conditions; however, within the experimental condition it is difficult to parse out the effects of Project Based Learning as compared to the large number of hours focused on professional development that sometimes dealt with science content, technology, and differentiation as opposed to only Project Based Learning.

Also focused on science learning was a study by Dresden and Lee (2007) involving firstgrade students in the U.S. Science learning was examined in one classroom before and

after participating in a teacher-directed unit on different types of animals and then again after participating in a Project Based Learning unit on chicks. Assessments asked students to discuss an animal of their choice or specifically a chick following the Project Based Learning unit and to provide facts about that animal, as well as draw and label a picture of the animal. The researchers found that students used statistically significantly more words to describe their animal following the Project Based Learning unit and had higher levels of detail and accuracy in their writing at that point. However, the improvements might have stemmed from the fact that the Project Based Learning unit on chicks followed a unit on different types of animals in which important conceptual groundwork may have been laid. Chicks are also a narrower topic than animals, which may have contributed to the findings.

Motivation, as well as science content learning, was the focus of the Kaldi, Filippatou, and Govaris (2011) study, involving children in ethnically diverse classrooms in Greece just above the primary grades (year 4; ages 9 and 10). Using a single group pre-test post-test design, the researchers examined students' knowledge of sea animals as well as motivation and attitude towards environmental studies following participation in a Project Based Learning intervention lasting between two and three months in six classrooms. Interviews with teachers and students showed statistically significant pre- and post-test differences for science content learning as well as motivation in this learning domain. They concluded that the students in the study found Project Based Learningamusing and more motivational in comparison to traditional teaching methods (direct instruction, teacher talk, studying from their own textbooks.

Also focused on science motivation as well as Project Based Learning was the Karaçalli and Korur (2014) study, in this study, which the researchers identified as quasi-experimental, 143 fourthgrade students in Turkey experienced four weeks of one-hour

daily experience learning about electricity in daily life. The experimental and comparison groups experienced the same presentation materials and explanations. The experimental group applied their learning in the form of an ongoing project, whereas the control group answered questions about material and prepared questions to ask of their friends. Students in the Project Based Learning group had better achievement and retention of the material taught, but, unlike in the Kaldi, Filippatou, and Govaris (2011) study, did not display effects on motivation (a measure of attitudes toward science and technology).

In one study, 7 children aging 6 to 7 years from a special education class in Turkey participated in a project-based unit for one to two weeks (Guven & Doman, 2007). Children improved in their understanding of bakeries (which could be considered Social Studies content) following the unit and field trip. In a second study, second-grade students in the U.S. made statistically significant gains in Social Studies knowledge and informational reading and writing following engagement in two project-based units, one focused on economics and the other on geography (Halvorsen et al., 2012). In addition, students' post-scores were statistically the same as post-scores of students in high schools who had not experienced our units, suggesting that Project Based Learning may help to narrow the achievement gap.

Chu, Tse and Chow (2011) examined teachers', parents', and students' perceptions of the impact of PBL in science and social studies over 19 weeks on students' information technology or informational literacy (e.g., internet searching) skills on four classes of P4 (9- to 10-year olds, just outside of the primary-grade age range) students in Hong Kong. All groups thought that students' skills were improved, and students expressed that the skills acquired were important to their work. In sum, the relatively small number of studies that have examined effects of Project Based Learning in the primary grades have, with one

exception, found evidence of promise of the approach for general development and content learning and mixed evidence of promise with respect to motivation. However, only one of the studies, focused on science, has employed a randomized controlled trial (RCT) design, which is best suited to drawing causal conclusions. Such studies are needed, particularly in Social Studies, which has received little attention at NCE level in research literature.

2.4.1 Concept of Field-trip Method

A Field-trip, which may also be termed as an instructional trip, school excursion, or school journey, is defined by Krepel and Durrall (2008) to be a school or class trip with an educational intent, in which students interact with the setting, displays, and exhibits to gain an experiential connection to the ideas, concepts, and subject matter. Tal and Morag (2009) described Field trips as student's experiences outside of the classroom at interactive locations designed for educational purposes. Field-Trips may be planned for five purposes; namely to: provide firsthand experience; stimulate interest and motivation in science; add relevance to learning and interrelationships; strengthen observation and perception skills; and promote personal (social) development (Michie, 2004).

Field-trips take students to locations that are unique and cannot be duplicated in the classroom. Each student observes natural settings and creates personally relevant meaning to the experience. Interactive exhibits help students play with concepts, activities often not possible in the classroom. Earlier course content suddenly becomes relevant as students assimilate and accommodate new understanding and cognition (Lei, 2010a). The connection between the Field- trip venue and the classroom links the Field-trips experiential learning with prior experiences and learning from the classroom (Lei, 2010b). Students who directly participate during a field experience generate a more positive attitude about the subject. Many researchers have investigated knowledge gain and

learning that occurred during Field trips (Kisiel, 2006; Michie, 2007;Scribner-MacLean & Kennedy, 2007; Nadelson & Jordan, 2012). Teachers are in position to motivate and capture students' interest in Social Studies.

Effective methods to develop student's interest include experiential activities and Field-trips, which create authentic learning opportunities for students, regardless of the content area. However, experiential activities and Field-trips do not simply happen, teachers need to understand that such activities require organization, planning, and student reflection to maximize the learning experience, the same as classroom-based experiential learning. Options are plentiful and students no doubt learn from the digital experience, but students only experience what the media thinks is important, and the students do not encounter a multidimensional activity in which all their senses are fully involved (National Research Council (NRC), 2009). In contrast, Field-trips are experiential, authentic social events that create a new way of knowing an object, concept, or operation. Quality experiences lead to deeper learning and interest development.

By implication, it is worth noting that field trip is one of the most enjoyable and exciting experiences for students studying social studies which has a lot to do with man and his physical environment. Field trip plays almost the same role as laboratory experiment and demonstrations. This is because through the process on gets first-hand experience. The only difference is that field trip deals with living organisms in their natural habitats. This gives field trip a higher advantage as students feel more excited when they see things happening naturally. Field trip as a description of human cognition is often associated with pedagogic approach that promotes active learning by doing.

Field trip is fundamental to studies which derive much of their impetus from the interrelationships of people with themselves and their social and physical environment. If properly planned, it affords the students the opportunity to become actively engaged in observing, collecting, classifying, studying relationships and manipulating objects, which resulted to meaningful learning. The idea was supported by a number of researches and evidence supporting field trip.

Most researches devoted to the use of field work on academic achievement for teaching social studies suggests that students and teachers showed negative attitudes to social studies' field work. However, it was also established from the studies that fieldwork could have a strong motivation effect on the students because what is seen, touched and feel usually facilitates permanency of learning.

In view of the implication above, it showed that their findings did not compare academic motivation, performance and retention ability of students in urban and rural areas using the field trip and project teaching method. Therefore, this study will investigate the effect of field trip and protect method on motivation, performance and retention among Nigeria Certificate of Education Social Studies Students in North-West Zone, Nigeria.

2.4.2 Types of Field-Trips

Formal Field-trips consist of planned, well-orchestrated experiences where students follow a documented format. Government agencies, museums, and businesses offer excellent formal experiential learning activities and programs, which are usually run by the venues staff. One student's experience is essentially the same as any other student's experience. Teachers find such programs comfortable because the students are bound to a choreographed agenda. However, there are minimal opportunities for students to personally interact and connect to the experience (Rennie, 2007).

Informal Field-trips are less structured and offer students some control and choice concerning their activities or environment. When observing students interacting in an informal 21 education setting such as a cultural center or field station, teachers are often amazed by how much students know and which students possess the most knowledge (Rennie, 2007). Informal education is a legitimate cognitive learning model. Informal science experiences - in schoolbased Field-trips, student projects, community based youth programs, casual visits to informal learning settings, and press and electronic media can be effectively used to advance social studies learning. Students feel at ease in an informal learning environment. The focus may be individualized, activities are not competitive or assessed, interaction is voluntary and unforced, and social interaction is encouraged. Together, these qualities create intrinsically motivated students (Rennie, 2007). Field-trip encourages students to examine their connection to the local and national communities, as well as their connection to the local and global ecosystems (Krepel & Durral, 2008).

Non-school related informal Field-trips such as family activities, also contribute significantly to learners Social Studies knowledge, although knowledge and interest acquired at home may be compromised if the majority of experience occurs through the media such as television and the Internet, in which the learner may have difficulty determining reality from entertainment. Field-trips offer a unique opportunity for students to create connections, which will help them gain understanding and develop an enjoyment of learning. Students on Field-trips sharpen their skills of observation and perception by utilizing all their senses (Nabors et al., 2009). Students develop a positive attitude for learning, motivating them to develop connections between the theoretical concepts in the classroom and what has been experienced.

Outdoor Field-trips provide an opportunity for students to develop increased perception, a greater vocabulary, and an increased interest in the outdoors (Hoisington, Savleski, & DeCosta, 2010). Developed interest stimulates curiosity, empowering students to ask questions, discuss observations, consider past experiences, or simply ponder the topic (Farmer, Knapp, & Benton, 2007b; NRC, 2009). When on a Field-trip, the venue is not the only location that affects students; they also gain knowledge and understanding about their neighborhoods and communities as they travel from the school to the Field-trip venue (Nabors, Edwards and Murray, 2009). Therefore, this study will investigate the effect of Field-trip on motivation, performance and retention among NCE Social Studies Students in North-west zone, Nigeria.

Therefore, this study will investigate the effect of field trip on motivation, performance and retention among NCE Social Studies students in North West Zone, Nigeria; realising the fact that students' motivation is necessary to trigger their initial interest in learning social studies and its related subjects. Classroom theories can appear to be difficult for the learners to locate the content relevance with real life scenarios which greatly affect their understanding of the subjects. Field trip is an effective method to promote leaners' attention, confidence and relevance because the program allows learners a chance to interact with experts to share skills and knowledge of the world around them. Field trip allows learners to become actively involved in the learning process rather than becoming mere recipients of knowledge as it inhibits effective learning (Rennie 2007). The concept of field trip is centred on gaining learning experiences through direct observation and first-hand information. This concept is useful to overcome the problem that limits learners' satisfaction when studying phenomena which cannot be demonstrated or brought into the conventional classroom. The instructors' lesson plan for the field trip is composed of

students' observation as they collect fresh specimen as well as an analysis of the data parallel with the classroom theory. The trip is planned in order to experience theory in practice while boosting among instructors and leaners outside the classroom. Interactions in the new environment aids the teaching and learning process. Field were necessary utilised in many fields to promote learners' motivation and retention and enhance the learning outcome. Motivation and retention is crucial for independent cumulative learning especially in human.

From a biological perspective, the function of motivation is to serve the success in knowledge attainment and skill acquisition to regulate homeostatic needs. Acquiring the mechanism involves only the brain, and the direction of specific responses, can apparently be inflated by many properties of external stimulation as well as by many external variables such as stimulus intensity colour pitch association with biological gratification. Motivation, retention and performance has both advantages and disadvantages. While it can be a long-lasting and self-sustaining, there is a need to foster motivation, retention and performance using field trip and project method as it deteriorates with time.

2.4.3 Role of the Teacher in Field-trip

Teachers have little training or pedagogical knowledge relating to the process of Fieldtrip planning and preparation (Tal and Morag, 2009). Pre-service teachers experience a Field trip during each clinical classroom observational visit, and it is not unusual if the pre-service teacher went on a Field-trip during clinical classroom observations or student teaching. In spite of these many field experiences, pre-service teachers generally are not taught the pedagogy or methods necessary to plan and orchestrate a Field-trip (Kisiel, 2006b; Tal, 2004).

Anderson, Lawson, and Mayer-Smith (2006) illustrated that pre-service teachers who gain field experience at a non-school venue gain a more functional, applicable view of constructivist education and teaching skills. For this reason, teacher education programs should include experiential education, and Field-trip preparation and implementation for all pre-service teachers, who need to understand their responsibilities and role before, during and after a Field-trip (Tal & Morag, 2009). According to Tal and Steiner (2006), teachers tend to fall into one of three patterns while on a Field-trip:

i. Teachers are involved and participate in all the preparation and Field trip activities;

ii. If the Field trip is one that has occurred regularly over the years, school tradition may dictate that teachers follow an established routine, which may or may not be participatory;

iii. Passive teachers do not participate with the students during the experience. For example, a teacher may rely completely on the school administration to set up a Field-trip, the teacher may not personally communicate with or visit the venue, or during the Field-trip, the teacher disassociates from the Field-trip activities. Just as professional development is necessary to train teachers how to present a new curriculum, professional development focusing upon Field-trips would help teachers understand the necessity of preplanning, participation, and student reflection (Dori & Herscovitz, 2005).

Experience in planning and attending Field-trips is important for both teachers and students. The teachers need understand how to prepare and teach the students to learn out of the classroom, because the novelty of informal learning is a distraction to students who are unaccustomed to attending Field-trips or non-classroom settings.

Before the Field-Study: The teacher should visit the venue prior to the Field-trip, to learn the layout of the venue and determine whether the venue is suitable for all the students. Religious beliefs, for example, may require a realignment of the activities or development of a differentiated plan for the concerned students. During the student orientation prior to the Field-trip, the teacher should prepare students by describing the venue and its layout. The students should understand the focus or purpose of the experience, through a lesson designed to prepare a conceptual foundation on which the students may connect their experiences (Pace, 2004; Tesi, 2007). Three variables that prepare students for Field-trips: understanding the venue layout, the focus of the activities, and being prepared to be in an open informal venue, what the authors call-novelty space. Reduction of the novelty space would enhance learning during the Field-trip. Prepared students know behavior expectations, increase interaction with the exhibits and look for the connections between the exhibits and classroom concepts.The schools science curriculum should connect to the venue and its focus. There is little question that a Field- trip is a valuable experience for the students, but it is important that the teacher connect the students' experiences on the trip with concepts and lessons taught in the classroom. The Field-trip should not be a stand-alone experience (Kisiel, 2006a).

During the Field-Study: As the Field-trip begins, the teacher may need to help some students become comfortable in the new environment. As activities begin, the teacher should be prepared to interpret the venues program leaders' commentary to any unfocused or confused students. During the Field-trip, students experience learning in an authentic, informal, natural setting. Each student's prior knowledge gained both from the classroom and from their personal out-of-school experiences, is used to make connections to the Field-trip experience (Pasquier & Narguizian, 2006). The teacher should keep the students

engaged. The venues staff should work in concert with the teacher to help students make connections between the experience and the concepts involved. Generally, it is the venues staffs' duty to keep the activities interesting.

Teachers often utilize worksheets to help students focus on exploring and learning the targeted concepts. Worksheets are quite effective when one worksheet is given to a small group, in which the students are better observers, interact more frequently, discuss the concepts, and ultimately develop more connections between the concepts and the experience (Kisiel, 2006). Simple fill-in-the-blank task completion worksheetsare not effective, when every student is responsible for his or her own data, where the focus is solely to fill in the data and not to explore or participate in activities (Kisiel, 2006). Students respond to a Field-trip in a variety of ways. Average students may suddenly reveal a never seen before level of excitement, focus, and inquiry (Hefferan, Heywood, & Ritte, 2002).

Conversely, some students known for strong classroom performances might be less proficient in the field and may or may not enjoy the challenge to succeed in the new informal environment. Each student is unique and each field experience is unique, so that every field experience will result in many different academic, cognitive, and social gains (Rennie, 2007). Students' prior knowledge and experience define the cognitive foundation onto which new connections can be made (NRC, 2009). If done properly, students will build long term memories of the Field-trip experiences, especially among high school and college students (Wilson, 2011).

After the Field-Study: The teacher's actions after the field-trip are very important. The students' experiences need to be reinforced through discussion, activities, reading, a

television show or movie (Pace & Tesi, 2004; Kisiel, 2006a; Tal & Steiner, 2006). Students need to solidify their new ideas and observations which have not yet made connections. Reflection will help build those connections, as well as reinforce the successful connections already made on the trip. Students generate greater understanding as teachers develop potential connections through reflection (Kisiel, 2006a). Students should discuss their observations and experiences, and in the case of elementary grades, create presentations to share with their classmates. During the remainder of the school year, the teacher should connect new classroom concepts to the students' Field-trip experiences. In Tal & Steiners (2006) examination of teacher's roles during Field-trips to museums, neither elementary nor secondary grade level teachers carried out quality post-visit activities. Teachers must recognize the importance of post Field-trip reflection and debriefing to maximize students' interest and learning.

2.4.4 Safety Rules for a Field-Trip

Field-trip is an interactive and engaging method of learning in environment outside the classroom. Whether planning a zoo expedition with elementary school children or an ecological field study research with a college student, this rules are excellent guidelines for maintaining a safe atmosphere.

i. Safety waivers and permission slips: Most schools program safety waivers or permission slip. Students under eighteen years must have a parent or guidance sign a legal permission slip stating that they accept the child's permission in the Field trip. Students eighteen years and above must sign a waiver stating they accept full responsibility for their action and legal implication in the Field-trip.

ii. Attendance checklist: Make an attendance list of each participant. This is helpful to check at period throughout the trip, specifically getting on or off transportation and

in the middle of the trip. There is nothing worth than realizing you forgot a kid at the field when arriving to school greeted by questioning parents.

iii. Closing: Rain in the Field-trip can ruin the day and jeopardize the safety of participants, but not if you plan ahead and required them to bring umbrella and raincoat or winter closing. Most Fieldtrip location requires long pant and sleeves and close-toed shoes.

iv. Chaperones: Chaperones help maintain safety of the group and control the chaos that a large group of kids can course. A good rule is to have one adult for every three or five kids. The chaperone should be a school employee or parents who all participants will respect and follow. If you a planning an extensive or overnight trip, have references of background check conducted for each chaperone.

v. Cancelling a field-trip: Teacher may have to cancel Filed-trip depending on weather. If there is flash-flooding, storm or lightening reschedules the trip. Most location reschedule the trip for free or even offer to send a representative to your school.

vi. Bring a first aid kit: Having a basic first aid kit can save hours of stress and potential injury. A complete kit includes bandage gauze and antiseptic, tape, scissors and home-made splint material. While you can prevent an accident, having a first aid kit in each group can limit the potential for disaster in an emergency.

vii. Group: Participants can be divided into groups and assign to an adult. If students are less than ten years, consider varioustechniques to keep the group cohesion. For example, sing a colored rope each group that each must to hold on to while walking through a museum or ask each chaperone to hold a painted sign so high so that school kid can identify their group while walking through the field.

viii. Rules: Most students need a structure of rule spelled out for them. Before embarking of make a copy of rules and regulation for each participant. To ensure each student will follow the guideline have each kid sign the rule 'contract' promising to act respective. Rules include; don't run, stay with the group, complete all field course work in a timely manner, obey all traffic laws, listing to the chaperone, and don't talk to strangers few to be mentioned.

ix. Stanger Danger: The safety and security of each child is in your hand. Talking and interactive with stranger can be dangerous. Younger kid especially gets confuse in large public places and may lose track of their chaperones. Be sure to stress to participants that they are only to talk Fieldtrip chaperone or staff in marked uniform. If the safety rules enlisted above are maintained and properly followed, the pupils or students could best enjoy, benefit and retained knowledge gained from seeing real object in their natural environment during the trip.

Merits and demerits of Field-trip

Obeka (2010) outline some of the merits and demerits of Field-trip

Demerits

i. Expensive to undertake;
ii. Interrupt time program; and
iii. Exposes participants to danger

Merits of Field-Trip

i. It enables students to have first-hand experience of real things. Thus, it is considered as providing learning experiences which cannot be brought in to the classroom practically.

ii. It tends to relate things studied in the classroom with actual activities outside the classroom that is the society and community. This makes class work or subject matter and instruction more meaningful and enhance students understanding of the subject matter.

iii. It affords valuable opportunities to develop interest in some subject area and career opportunities.

iv. It helps to arouse students' interest and increases their motivation to learn a subject and related subject.

v. It makes the students to be more imaginative and inquest live observers. Hence, they acquire skills for careful observation and objective report.

vi. It creates opportunities for the students to interact with the experts, and enhances effective learning and teaching.

Most Field-trip experiences make demand of all senses. This makes the students to gain a complete picture of the concept than from any other mode of teaching. Teacher-students relationship becomes more cordial and develops more intimately during Field-trip. In the light of the above, the study investigates the effect of Field-trip on motivation, retention and performance among NCE Social Studies students in North-west zone, Nigeria.

2.4.5 Field-trip and Motivation of Students

Feng and Hung (2010) opined that Field-trip motivates students through increased interest and curiosity. Field-trip can add variety to the regular classroom instruction program and they tend to be special and enjoyable learning experiences. As a result, students will develop positive attitude towards classroom activities. Increase student-student and

studentteacher social interaction. Field-trip provides an opportunity to involve students, parents and teachers in the instructional program.

Liu and Lin (2010), have defined motivation as reason for directing behavior toward a particular goal, engaging in a certain activity, or increasing energy and effort to achieve the goal. Guay, Chanal, Ratelle, Marsh, Larose and Boivin (2010) refer motivation as the reasons underlying behavior. In the context of metacognition, motivation is defined as belief and attitudes that affects the use of development of cognitive and metacognitive skills (Schraw, Crippen and Hartley, 2006). Matecognition entails that the management of effective and motivational state and metacognitive persistence challenging task (Martinez, 2006). Effortful control, which refers to the ability to monitor and to regulate the impact of emotion and motivational state on one's performance, is one aspect of executive functioning inherent in metacognition. Motivation is a theoretical construct used to explain behavior. It represents the reasons for people's actions, desires, and needs. Motivation can also be defined as one's direction to behavior and vice versa, (Elliot, Kratochiwill, Cook &Traveres, 2001).

Similarly, Mills (2005) revealed that motivation is a significant variable in shaping the attitude of individual. Many researchers have suggested many strategies that would be used by the teacher to motivate the students to learn. It is a quality that students, teachers, parent, school administrators and other members of the community must have if our educational system is to prepare young people adequately for the challenges and demands of coming century. Morris (2008) contended that it is important for students to be motivated and well prepared for class units and activities in the school. Equally, students' motivation is said to be as important as any other variables in a learning situation. Their recommendations for teachers based on study results included the allowing students to

have choice between equally challenging tasks, and minimizing external rewards as motivators for achievement.

Haines (2010) in a study on Consumer Testing': applying the scientific method to every life' recommended that teachers should use real life opportunities and experiences to design experiments to motivate middle school science students. Cury (2010), noted that classroom environment is more important than even individual goals in influencing pupil interest. Cury (2010) found that environment is very important in motivating students to learn. Vonjnovich (2012), in a study on improving students' motivation in the secondary classroom through the use of Critical Thinking Skills, Cooperative Learning Techniques and Reflecting Journal Writing reported that lack of students' motivation can come from content- oriented classroom that provides little opportunity for students to create individual expressions and find relevance in the materials presented.

Christiana (2009) noted that because of poor motivation due to inadequate remuneration, poor teaching environment as a result of lack of basic teaching materials, listless and unmotivated learners in the classroom, among others, the teachers have become the endangered species in their own profession. They no longer teach and the students in turn no longer learn. The researcher suggested that motivated students are problem solver and academic achievers. He further maintained that motivation sustain students' interest in studies reduce the rate of dropout, truancy and low enrollment.

2.4.6 Field-trip and Retention of Students

Nussbauma (2000) examine differences in retention in learned material using lecturebased and small-group based teaching method in a continuing medical education course. The result demonstrated that all though both group had a significant decline on a three month

follow up examination. The group who attended lecture class retained information better than the group who attended small group class. In another study, Okoli, (2006) separated second year gastrointestinal medical students into two, group one attended teacher-center based classes and the other student-center classes. They concluded that small group based classes led to greater learning and retention compare to lecture-based classes. Lei, (2010b) stated that Social Studies trip has long being recognized as teaching device since it presents the concept being studied in its natural environment.

In addition, Maikano, (2010) made comparison between outdoor and indoor laboratory teaching strategies on secondary school students academic achievement and retention in ecology. The result shows that, the experimental taught ecological concept using outdoor laboratory approach achieved significantly higher than the control group taught the same concept using the indoor laboratory.

In addition, Obeka (2010), study on the effect of inquiry and demonstration methods on students' achievement and retention in some environmental education concept of geography. It founds that there was a significant effect duethe effect of Field-trip on motivation, retention and performance among NCE Social Studies students in North-west zone, Nigeria.

2.4.7 Field-trip and Gender

The concept 'gender' could be discussed in term of masculinity and feminist observed in an individual. The academic achievement of boys and girls in science, technology and mathematics has been perceived differently, where boys are rated higher than girls. Some researchers in science education such as Bichi (2002), Bello (2002), Linver, Davis-kean and Eccles (2002), have expressed concern on gender related issues with the view to

improving science teaching and learning. Jimoh (2001) observed that the position of females in science, mathematics and vocational education is below average when compared to female. Fanstosterling in Wada (2016) opined that the difference is in socialization and not biological. Ibe (2006) believed that gender discrimination in science in Nigeria is the practice of the day, because people always think that science in only for male while languages are for female. Habeeb (2001) also believed that quite a number of factors are responsible for the low achievement of female in sciences.

Furthermore, Oluwatoyin (2007) observed that women perform better when they are exposed to science. The result of some studies also showed no significant difference between the achievement of boys and girls in science before they enter primary or secondary school. The finding of Bichi (2002) and Aweriale (2006) showed no significant difference between male and female achievement in science. Some teacher and women are of view that girls are intellectually incapable of competing in science and mathematics and difficult task with the boys (Joseph 2000). Some parents discourage their girls from science and technology careers saying that they are abnormal and may not be capable of managing marital home (Ifamuyiwa 2005). The girls themselves feel discouraged by the attitudes of teacher and parents and often suffer from self-esteem. Research findings have shown that female students have less positive attitude to mathematics than the male and also demonstrated less superiority 37 at secondary school level. This probably ought to be the result of stereo typing of task that takes place with more attention given to the training and education of males in science area (Ogwuazor inWada, 2016).

Despite the fact that certain measures have been taken to bridge the gap between boys and girls, gender inequality is still a limiting factor to the achievement of desired learning outcome and developments in science enrolment and performance and results in unequal

access to education, health and employment (Agholar in Wada, 2016) For the teaching and learning of Social Studies in schools to progress, and especially bridge the gap in gender inequality, certain factors have to be considered; household factors, socio-cultural factors and policy related factors, school related factors, school curriculum (gender based) and environmental factors. Gender concept has actually attracted different world bodies and NGOs such as UNESCO. The study tends to investigate the effect of Field-trip on motivation, retention and performance among NCE Social Studies students in North-west zone, Nigeria.

2. 5.1 Concept of Academic Performance

Academic performance is the amount of knowledge derived from learning. The student gains knowledge by instructions he/ she receives at school and are organized around a set of core activities in which a teacher assigns tasks to students and evaluates and compares the quality of their work. According to Kumari and Chamundeswari (2013) academic performance is based on the number of factors, such as children attitudes, interest, personality characteristics and social class in addition to learning. The concept of performance has several references. It usually denotes activity and mastery, making an impact on the environment and competing against some standard of excellence. According to Maganga (2016) academic performance of students is typically assessed by the use of teacher's ratings, tests, and examinations.

The Centre for Disease Control and Prevention (CDCP, 2010) and Naiker (2011) viewed academic performance as a set of factors that influence learners' success in a school. These include cognitive skills and positive or negative attitudes, positive or negative academic behaviours and academic achievement. Academic performance refers to how well a student is accomplishing his or her tasks and studies (Scortt, 2012). According to Ward,

Stocker and Murray-Ward (2006) academic performance refers to the outcome of education; the extent to which the student, teacher or institution have achieved their educational goals.

Academic performance of a student could be defined as the learning outcome which includes the knowledge, skills and ideas, acquired and obtained through their course of study within and outside the classroom situation. It is the outcome of determination, hard work, of student in academic pursuit. Pandney, (2008) defined academic achievement as the performance of the pupils in the subjects they study in the school. This determines the students' status in the class. This gives student an opportunity to develop their talents, improve their grades and prepare for future academic challenges.

Academic performance refers to a person's performance in a given academic area e.g. Social Studies, reading or language arts, mathematics, science and other areas of human learning. Academic performance relates to academic subjects a student studies in school and the skills the child is expected to master in each (Kathryn, 2010). Academic performance refers to excellence in all academic discipline, in a class as well as extracurricular activities. It includes excellence in sporting behaviour, confidence, communication skills, and others. Steinberger (2005) posit that academic performance encompasses students' ability and performance; it is multidimensional; it is intricately related to human growth and cognitive, emotional and social physical development; it reflects the whole student; it is not related to a single instance, but occurs across time and levels, through a student's life in school and working life. Academic performance refers to how well a student is accomplishing his tasks and studies.

Academic performance is the ability to study and remember facts and being able to communicate one's knowledge verbally or written on paper (Arief & Martin, 2011). The under-performing student is one whose actual attainment, as indicated by his scholastic attainment in school, does not measure up to his potential performance as indicated by his abilities. The concept of over and under performance suggests that there are variables in addition to ability which have positive effects on performance and that there is no perfect positive correlation between intelligence and attainment. Academic performance in school is evaluated in a number of ways. For regular grading student students demonstrate their knowledge by taking written and oral tests, performing presentations, submission of homework and participating in class activities and discussion. Teachers evaluate in the form of assignment, test and examination to describe how well a student has done. In this study, the academic performance of NCE Social Studies students will be measured through the use of teacher made test.

2.5.2 Factors Affecting Academic Performance of Students

Learning is measured from what learners are able to do as a result of learning. When learners show relative change in behaviour as a result of learning the new behaviour should be positive and beneficial to society. The knowledge, skills and attitudes learned by students are often measured in oral and written achievements (Otunga, Odero & Barasa, 2011).The quality of students' performance therefore remains a top priority for educators. It is meant for making a difference locally, regionally, nationally and globally.

Educators, trainers and researchers have long been interested in exploring variables contributing to academic performance of learners. These variables that affect students' academic performance are inside and outside of school (Farooq, Chaudry, Shafiq & Berhamu, 2011). In a study by Watitwa (2010) it was established that there is a statistically

significant relationship between students' motivation and academic performance of students. In other words, students who were motivated were more likely to achieve higher scores. Izundu, (2005) pointed out that some environmental variables in a home influence the learning capabilities of a student either positively or negatively and thus affect their academic performances. Some of the variables include parental socioeconomic status, level of parental supervision of students, location home, and library facility among others.

According to Okorie (2014) parental socio-economic status of the students of literate and high income parents perform better in school than those from poor and uneducated parents. Students from, high socio economic homes eat balanced diet, enjoy good health and facilities that stimulates their intellectual activity and make them perform better academically than their counterparts who indulge in smoking cigarette, India hemp which have scattered their brain which may result to poor performance. He asserts that adolescent who come from homes regarded as having good or high socio-economic status may tend to do better than those who have poor homes. The study revealed that insufficient parental income; family type and lack of funding by government are factor influencing student's academic performance (Okorie, 2014).

Lack of quality supervision by parents has been identified as one of the home environmental variables known to influence student's life to a great extent (Farrell & Barnes, 2000). Most fundamental issues of life are taught to learners by their parents more especially mothers who spend longer hours with the ward. The extents to which parents motivate their children in their academic works affect the level of performance of the children. Parental educational background has also been identified to have a great impact on the education and academic performance of a child. Okorie (2014) observed that parents with high educational background tend to gear their children towards studying

courses that they are talented in, observing them to make sure that they do their assignment, stick to their time table by reading always which will help their children to perform better academically. When parents are interested in their childrens education, the children tend to perform better (Okorie, 2014). On the other hand, children from parents that are businessmen and women in a bid for materialism, tend to leave the house as early as and come back late in the night. They left the training and supervision of their children in the hands of house help. The children comes back from school, spend most of their time playing, doing all sort of irrelevant thing at the expense of their studies. At the end of the day it will affect their academic performance(Uche (2010).

Lack of parental supervision gives the growing child freedom that could be dangerous. The adolescent engages in activities including delinquent acts without knowing the consequences. This is especially so as they are outside the family most of the time without parental supervision. Location of a home is another variable that affect the academic performance of a students. Students from homes located in urban areas may tend to perform better academically than children from homes in rural areas (Ugwuja, 2010 & Obeta, 2014). Also, Okorie (2014) pointed out that location is an important variable that influence academic performance of a learner. Schools in urban area tend to be well equipped with material resources needed to enhance learning. The type of accommodation provided to a child also affects his ability to learn and his subsequent academic performance.

Pleasant and conducive surroundings when provided give rise to pure thought, better concentration and understanding and enhance performance. Noisy overcrowded and busy home environment tend to affect the rate of concentration of students and lower their academic performance. Existence of Library is another influencing factor of academic

performance. Library is the pivot of education enterprise. It is the platform for sharing of knowledge aimed at rejuvenating Nigerian schools through the provision of current books and journals, (FRN, 2014). It is the storehouse of resources and as such provides many more opportunities to the learner to acquire the knowledge, develop to achieve greater academic performance. It has been observed that there is a strong relationship between school library and academic performance. Okorie (2014) reports that schools with well-equipped library perform higher than those schools with poorly developed libraries. Good school services in library would help to promote knowledge acquisition by the students.

Entry behaviour of students was established by Nakhanu (2009) as a factor affecting academic performance. She further observed that students who entered form one with low marks were found to be slow learners and thus delayed coverage of the syllabus. Also, Mobegi (2007); Nakhanu (2009) and Mwebi (2012) study revealed that, entry behaviour is determining factors that affects quality education and academic performance of students. In a related study, Memon and others' 2010 study examined the impact of parental socio-economic status on students' educational achievements. The study found significant relationship between family income and academic performance of students in matriculation examination. They also found a significant relationship between parent's occupational status and academic performance of the students at matriculation examination. They concluded that students whose family income was higher performed well in matriculation examination as compared to those students who belonged to low income families (Memon, et al., 2010).

Similarly, Raychaudhuri et al. (2010) examined factors affecting students' academic performance: A case study of Agartala Municipal Council area. Family income was one of the basic objectives of their study. They found that factors like students' attendance,

mother's education and presence of trained teacher in the school have a positive impact of students' academic performance. They also found that academic performance of students' depend on a number of socio-economic factors. They concluded that students' economic status affects their performance and the risk of becoming a dropout. Again, Yousefi et al. (2010) examined the effect of family income on test-anxiety and academic achievement. The findings showed that family income significantly affected academic performance of students (Yousefi et al., 2010).

However, Lacour and Tissington (2011) examined the effects of poverty on academic performance in the USA. The study found that poverty directly affects academic performance due to the lack of resources available for students' success; thus low academic performance is closely correlated with lack of resources, with emphasis on financial resources. Interestingly, Nyakunga's (2011) study explored the effects of cost sharing on students' academic performance in Mzumbe University, Tanzania. The results showed that the effects of cost sharing on academic performance seem to be complex and they may depend on the particular circumstance an individual is facing. The study concluded that cost sharing is likely to motivate some students to study hard and improve performance by reflecting on the amount of funds they invest in education. However, it can also lead to poor performance due to lack of funds to cover educational expenses and other personal needs. The results implied that students from low-income families were more likely to perform lower because of financial hardship and poor schools they attended (Nyakunga, 2011).

In a current development, Ali, Haider, Munir, Khan and Ahmed (2013)study investigated factors affecting academic performance of graduate students. Among variables examined against students' academic performance was father/guardian social economic status.

Findings revealed that father/guardian higher social economic (income) status significantly contribute to higher academic performance of graduate students. They proposed a linear model to improve the academic performance of graduate students at University level (Ali et al., 2013).

According to Lacour and Tissington (2011), multiple studies in the USA revealed interesting empirical results on third through fifth grade students from 71 high-poverty schools. They found that students who lived in poverty scored significantly worse than other students; schools with the highest percentages of poor students scored significantly worse initially, but closed the gap slightly as time progressed. Ogunshola and Adewale (2012) argued that parental socio-economic status is a significant predicator of intellectual performance of children right from 8 years of age. Parental socio – economic status affects health and vitality status of children, which is a direct reflection on their academic performance. Ogunshola and Adewale (2012) upheld that rural communities where nutritional status is relatively low and health problems are prevalent due to low income brackets of parents, children's academic performance is comparatively lower. By contrast, a few studies have found little correlation between income and academic achievement (Lacour & Tissington, 2011).

Similarly, Oni (2007) and Omoegun (2007) found that there is a significant dissimilarity between conduct of students from high and low socio-economic statuses and this ultimately influence their learning process. According to Udoh (2011) poor study habits are significant remote causes of examination malpractice in Nigeria and that by exposing the influence of poor study habits students and education stakeholders could tame the rising tide of examination crime. The zeal of students to study can be ignited by exposing

them to continuous assessment procedure which would also enable them develop self-confidence and put less emphasis on certification.

Anwar (2013) study investigated the degree of relationship between study habits and academic achievement of students. The investigator has also sought to compare the influence of good and poor study habits on the academic performance of the students.The descriptive analysis revealed positive relationship between academic achievement and study habits and the degree of relationship is high. It was also found that the academic performance of students having good and poor study habits differ significantly and good study habits result in high academic achievement. The findings of this study would be of immense help in improving the study habits of the students at secondary and senior secondary level. Improvement in student's academic achievement will further had to national development as competent manpower will be produced planning of specific items for study is highly recommended. Necessary study skills must be taught to our students with a view to improving their academic performance.

Chaudhari (2013) found Study Habits of Higher School Students in Relation to their Academic Achievement. This study examined the usefulness of Imbibing in the students study habit as a means of enhancing their academic performance.The study showed a high and academic performance. Furthermore, the difference in the study habits are attributed to the facts that students do not know how to study and those that manage to study do not adopt effective study methods.

Chand (2013) studied on Study Habits of students in relation to Type of School and Type of Family. The study was conducted on 200 secondary school students to find out the study habits of the students studying in government and private schools as well as students

belonging from nuclear and joint family. The finding revealed that there exists no significant difference between secondary school students belonging to nuclear and joint family on different components of study habits and total study habits. Secondary school students studying in government schools are significantly better on home environment and planning of work and planning of subjects than students studying in private schools but private school students are significantly better than government school students on preparation for exam component of study habit. However, no significant difference exists between government and private secondary school students on reading and note taking, concentration, habit and interest, school environment component of study habit and total study habit.

Oluwatimilehin and Owoyele (2012) investigated the relationship between study habits and students' academic achievement in core subjects at school. The aim was to determine the relationship between various aspects of study habits including Homework and Assignments, Time Allocation, Reading and note taking, Study period procedures, Concentration, Written Work, Examination and Teacher Consultation and students' achievement in Social Studies, English language, Mathematics, Integrated Science and Art. Findings revealed that of all the study habits' subscales, 'teacher consultation' was most influential while the 'time allocation' exercise, concentration, note taking, reading and assignments were regarded as less integral to students' academic performances. Therefore, regular counselling services to train students on study skills strategies were advocated in order to boost their study habit and enhance their academic achievement.

Jayanthi (2010) made research on study involvement of secondary students in relation to academic performance in school subjects. The study intends to find out (i) the significant difference in the level of Study Involvement of Higher Secondary School students with

respect to certain variables and (ii) the nature of relationship existing between Study Involvement and Achievement in school subjects. The study reveals that the there exists a significant relationship between the study involvement of the students and the achievement in English, which was really encouraging from the academic point of view.

Kumar (2014) investigated on Emotional Maturity of Adolescent Students in relation to their Family Relationship. For this purpose, sample of 60 adolescent students (30 boys and 30 girls) of secondary level were taken from Karnal city.The result also revealed that there was significant relation between emotional maturity and family relationship of adolescent students. This shows that family relationship determinates emotional maturity of adolescent students. The findings of the study showed that attitudes of parents develop the emotional maturity of adolescent. The parents should understand what kind of relationship is needed and at which stage. Parents must learn quickly that each child is special and has distinct and unique assets, liabilities and purposes. If parents fail to provide child a close warm, emotional support then the child become anxious, hostile, defensive and confused person.

Shah and Sharma (2012) investigated on social maturity, school adjustment and academic performance among residential school girls. The study was aimed at studying the relationship between Social Maturity, School Adjustment and levels of Academic performance among residential school girl students. The results indicated a significant relationship between social maturity and school adjustment. Also, significant difference existed between the school adjustments of the three groups i.e. low, high and average levels of academic performance.

Rajakumara and Soundararajan (2012) conducted a study on Secondary Students' Emotional Maturity and academic performance in Tirunelveli District. There is significant difference between male and female, Day scholar and Hostel staying Higher Secondary students with respect to their Emotional Maturity. There is no significant difference between rural and urban, Government and Aided Secondary school students with respect to their Emotional Maturity. There is significant difference between male and female Secondary students with respect to their Academic performance in Economics. There is no significant difference between rural and urban, Day scholar and Hostel staying, Government and Aided Secondary school students with respect to their academic performance in Economics.

Gul and Rehman (January 2014) studied on Academic Performance in Science Stream in relation to Socio- Economic Status at School. The study explored the extent to which the socio economic status has the relation with academic performance in science stream among senior secondary school students. The finding of the study revealed that: there is a significant positive correlation between the Socio Economic Status and Academic performance in science stream of senior secondary students; there exist a positive correlation between the upper class socio economic status boys with their academic performance in science stream at senior secondary level; there exist a positive correlation between the upper class socio economic status girls with their academic performance in science stream at senior secondary level; there exist an insignificant relationship between the lower class socio economic status boys with their academic performance in science stream at senior secondary level; and there exist an insignificant relationship between the lower class socio economic status girls with their academic performance in science stream at senior secondary level.

Chandra and Azimuddin (2013) found Influence of Socio Economic Status on Academic performance of School Students of Lucknow City. Socio Economic Status has always influenced the Academic performance of students. Academic performance varies for children from different social backgrounds. Their academic performance is an outcome of their social status.The result of the study revealed that difference between high, average and low SES groups and their academic performance. A positive correlation is observed between SES and Academic performance.

Alkhutaba (2013) study examined Impact of the economic and social factors on the academic achievement of school students: A case Study of Jordan. Based on result obtained, there is significant effect of socio-economic Factors on students' academic performance in their branch of education; and there is significant effect of socio-economic Factors on students' academic performance in their gender.

Ahmar and Anwar (2013) study examined the effects of gender and socio-economic status on academic performance of school students of Lucknow city.This study shows that gender does not influence the achievement in science at secondary school (Standard - XI) level. Also the result of this study showed the difference between high and low socio-economic status groups. It was found that the academic performance was influenced by the socio-economic status and those who belonged to high socioeconomic status showed better performance. Ewumi (2012) studied the gender and socio-economic status as correlates of students' academic performance in schools. This study investigated gender and socio-economic status as correlates of students' academic performance in secondary schools.Results revealed (i) negative significant relationship between gender and academic achievement; no significant relationship between socio- economic status and academic achievement.

Lynd and Lynd (2009), and Hallingshea (2009), found that there is a strong correlationbetween students' social class and academic performance. This is because families do not attach the same amount ofimportance to teaching/learning process of their children in schools. Some well-placed families motivate their children byexposing them to electronic media which increases the learner's ideas about people and situations outside school hours.This helps in no small way in the learners' knowledge of the current socio-political and economic issues.

Khattri, Nidhi, Riley and Kane (2007) were of the opinion that background characteristics of the students and theirfamilies can also impact what the educational system can accomplish, while in turn these backgrounds characteristics areshaped by broader community pattern and this influence academic performance of students. Roscingno and Crouley (2012) left little doubt on their score of study. Theseresearchers found that public secondary schools are disadvantaged in regard to those families and school resourceswhich are conducive to educational success and academic performance of students. They are disadvantaged by low human capital and core economicopportunity. Parents are unable to support their children's education in private secondary schools. This unfortunate stateof affairs is reinforced by public schools' lack of resources.

Young (2008) employed multi-level modelling to examine private and public schools' differences in students' academic performance in science and science related areas. Young found a negative effect with public secondary schools only.This finding confirmed the fact that the academic performance of students in public schools is lower than the achievement ofstudents studying in private schools.Okon and Archibong(2015) quoted Ibia opined that in addition to educational materials supplied to schools, the school setting based on schooltype also influences teaching/learning of the students and hence the level of the

students' academic performance. Thus,the specific type of school dictates what is taught, how it is taught and what materials are available. Ibia furthermaintained that where educative materials are deprived, students suffer from academic deterioration and mentalimbalance. Also, where the teacher relates positively with the students, the school becomes conducive and learnersperform well in their academic endeavours. Abound of literature exist on the factors affecting academic performance of students. However, none of the studies have focused on effect of project and field-trip method on motivation, retention and performance of NCE Social Studies Students in North-west zone, Nigeria. This study intends to fill this gap.

2.6.1 Concept of Motivation

Many scholars had tried to define motivation and its' a well-studied field which has roots in many academic disciplines such as psychology, sociology, education, political science, and economics. Motivation was, however, not a separate topic of study at the beginning of the twentieth century, but rather was a part of the discipline of psychology (Schunk, et al., 2008). In another view, Schunk, et al. (2008) argue that motivation is a process but not a product, which means that we have to infer motivation from actions such as efforts or verbalization, when, for example, a person expresses her/his intention to do a specific task.

It involves goals that relate to an action and requires activity, which can be physical or mental. According to Ryan & Deci (2000), to be motivated means to be moved to do something. The idea of movement "is reflected in such commonsense ideas about motivation as something that gets us going, keeps us working, and helps complete tasks" (Schunk, et al., 2008). The English word "motivation" is derived from the Latin word movere, past participle motum, which means "to move" either physically or mentally, that is, "to set in motion, stir, influence" (Latham, 2007; Tawil, 2008 & Schunk, et al., 2008).

According to Alrasbi (2013) “the terms ‘motive’ and ‘motivation’ are used to refer to the inner directing processes which determine the movement or behavior towards ends or goals”. They represent conditions of tensions or disequilibrium within the person who seeks to restore a state of rest or balance. Definitions of motivation appear, therefore, to have the following three common denominators: motivation is: what energizes human behaviour; what directs or channels this behaviour; and how this behaviour is maintained or sustained (Latham, 2007). However, despite the increasing popularity and importance of motivation as a topic for study by researchers and managers, there is currently no unanimity on how to define motivation.

Motivation according to Society for Human Resource Management (2010), is the psychological force that determines the direction of a person’s level of effort, as well as a person’s persistence in the face of obstacles. Bratton (2007) defined it as a cognitive decision making process that influences the persistence and direction of goal directed behaviour. Element in the above definitions are: „effort“ - a measure of intensity that maximises employees potential capacity to work in a way that is appropriate to the job; “persistence” - the application of effort academic-related tasks students display over a time period; and “direction”- emphasises that persistent high level of academic-related effort should be channelled in a way that benefits the academic environment.

Richard (2014) describe motivation as a power that strengths behaviours, gives route to behaviour, and triggers the tendency to continue. This explanation identifies that in order to attain assured targets; individuals must be satisfactorily energetic and be clear about their determinations. Denhardt et al. (2008) also define motivation as an internal state that causes people to behave in a particular way to accomplish particular goals and purposes. Whilst it is not possible to observe motivation itself, it is possible to observe the outward

manifestations of motivation. For instance, the acquisition of money may be an extrinsic motivator, but it is simply the manifestation of the internal drive to meet intrinsic needs like purchasing food, paying rent for shelter, or acquiring high social status.

Denhardt et al. (2008) further stated that motivation is not the same as satisfaction. Satisfaction is past oriented, whereas motivation is future oriented. Motivation may also be defined as the internal process leading to behaviour to satisfy needs. The process people go through to satisfy their needs is need - motive - behaviour - satisfaction or dissatisfaction (Lussier, 2005). Motivation is a psychological process that gives behaviour purpose and direction, a predisposition to behave in a purposive manner to achieve specific unmet needs, an unsatisfied need and the will to achieve. In other words, motivation has been conceptualized in varied ways including "inner forces, enduring traits, behavioural responses to stimuli and sets of beliefs and affects", and each of these links to a specific academic performance among NCE Social Studies students.

2.6.2 Motivation and Academic Performance of Students

As an innate phenomenon, motivation is influenced by four factors of context (environment and external stimuli), temper (the internal condition of an organism), goal (goal of behaviour, purpose and inclination) and instruments (instruments for achieving the goal). In order to achieve their goals, needs and instincts, human beings acquire the sufficient motivation. Particularly with respect to students, motivation for academic performance is of great importance (Amrai,Motlagh,Zalani& Parhon, 2011). By such motivation students are stimulated to successfully complete an assignment, achieving a goal or a degree of qualification in their professions (Mohamadi, 2006). Accordingly, motivation defines the reasons behind student's behaviour and determines why they

behave in a particular way. Motivated behaviours are energetic, oriented and permanent (Omidiyan, 2006).

In educational perspective, motivation has a multi-dimensional structure which is correlated with learning and academic motivation (Mohammadi, 2006). There are different interpretations of motivation. In the discipline of education motivation is a tridimensional phenomenon consisting of individuals beliefs in ability in carrying out a specific task, reasons and goals of the individual in doing the task and the emotional response concerning carrying out the task Experts have divided motivation into two major groups of internal motivation and external motivation. While the individual influenced by the external motivation with an independent goal undertakes a specific activity, the internal motivation provides the sufficient incentive for doing a task (Amrai,Motlagh,Zalani& Parhon, 2011). Psychologists have noted that motivation should be taken into account in education because of its effective relationship with new learning, abilities, strategies and behaviours and they have presented motivation for academic performance as one of the preliminary constructs for defining such type of motivation. Motivation for academic performance is attributed to behaviours which lead to learning and achievement (Amrai,Motlagh,Zalani& Parhon, 2011).

In other words, motivation for academic performance is such a pervasive inclination towards doing a task successfully in a particular context and assessing the performancespontaneously. The bulk of behaviours indicating the academic motivation involve insisting on doing difficult assignments, hardworking or effort into learning to reach mastery and choosing assignments which need great effort (Abedi, 2008). Accordingly, motivation for academic achievement, or internal motivation, is a psycho-

cognitive condition which is acquired once the individual perceive him/herself to have autonomy (Abedi, 2008).

In the past decades because of the effect of motivation for academic achievement on students' success, psychologists have recognized and examined the effective factors in motivation for academic achievement. The results of their research indicated that personality, family, university and social variables are related to this construct (Masaali, 2007). As an instance personality variables of students in general and self-esteem and motivation for academic achievement in particular have intrinsically affected the learning and academic performance (Abouserie, 2009). Others directed their studies towards integrating intellectual ability, learning style, personality and motivation for academic achievement as the predictors of academic achievement in higher education (Busato, Prinsb, Elshouta & Hamakera, 2009).

According to Pintrich and Schunk (2002) motivation influences learning and performance and what students do and learn influence their motivation. It is assumed, however, that people differ in their need to achieve in situations that call for excellence (Muola 2010). Also, Muola (2010), argues that the urge to achieve varies from one individual to the other. He adds that those who have high achievers as their role models in their early life experience would develop a high need for achievement, while those who have low achievers as their role models will hardly develop the need for achievement. According to Tella (2007), the issue of motivating learners is seen as an important aspect of effective learning. Fontana, in Tella (2007), argues that satisfactory school learning is unlikely to take place in the absence of sufficient motivation to learn.

Muola (2010) investigated the relationship between academic achievement motivation and home environment among standard eight pupils. The study was carried out on 235 standards eight Kenyan pupils from six urban and rural primary schools randomly selected from Machakos district. The study revealed a significant ($p < 0.05$) positive relationship between six of the home environmental factors, that is fathers' occupation ($r = 0.22$), mothers' occupation ($r= 0.26$), fathers' education ($r = 0.15$), mothers' education ($r = 0.14$), family size($r = 0.26$) and learning facilities at home($r = 0.23$) and academic achievement motivation. Parental encouragement was the only factor that was not significantly ($r = 0.03$) related to academic achievement motivation. Although these correlations are low, they showed that pupils' motivation to do well in academic work is to some extend dependent on the nature of their home environment.

In previous research studies on relationship between motivation and academic performance of students, Arbabisarjou, Zare, Shahrakipour and Ghoreishinia (2016) found that there was a significant relationship between academic achievement motivation and academic performance among medical students. A longitudinal study by Liu and Hou (2017) has shown that intrinsic motivation considerably promotes academic performance. Other studies have also demonstrated that academic achievement motivation was significantly related to academic performance (Awan, Noureen & Naz, 2011; Amrai, Motlag, Zalani & Parhon, 2011; Izuchi, Bruno & Onyekuru, 2017).

In a college class, Zusho, Pintrich and Coppola, (2003) found that self-efficacy and task value, which were two motivational components, were the best predictors of students' performance. Meanwhile, Glynn, Taasoobshirazi and Brickman (2009) exhibited that intrinsic motivation and self-efficacy had a strong influence on students' academic performance. Korantwi-Barimah, Ofori, Nsiah-Gyabaah and Sekyere (2017) study

amongst university students demonstrated positive significant correlations between academic self-concept, motivation and academic performance. The study indicated that motivational factors played vital roles in academic performance. In short, from previous studies, there were evident that students' motivation was imperative in teaching and learning. However, none of the previous studies have demonstrated the relationship between project and field-trip method and motivation of NCE students' academic performance in Social Studies. Thus, this study seeks to fill this gap.

2.7.1 Concept of Retention

Scholars of higher education, especially retention experts, have variously defined retention amplifying certain elements based on their own theoretical perspective. According to a Voigt, and Hundrieser (2008) research literature refer to retention as follows: Successful completion of students' academic goals of degree attainment (Levitz, 2001). Students meeting clearly defined educational goals whether they are course credits, career advancement, or achievement of new skills. Students' successful academic and social integration into the college community, marked by the feeling that one fits at the institution and positive educational attitudes and experiences.

The match between students' motivation and academic ability and their academic and social characteristics.The degree of direct involvement of students in the academic and social life of their institutions; and the by-product of student success and satisfaction and ultimately an indicator of institutional success.

Furthermore, retention has been defined as a direct correlates of positive transfer of learning which the primary essence of education is. Retention means storage of information over some period of time; this time period is called retention interval (Bichi,

2002). Thus, the ability to retain what one has learnt is necessary in education in order to achieve the positive transfer of skills and knowledge (Ezeh, 2009).

Functionally, memory is defined as the capability to encode, hold, and subsequently remember material in the brain. From a psychological and neurological viewpoint, memory is the collection of encoded neural connections in the brain. It is the rebuilding of previous happenings and practices by a synchronous firing of neurons that were fired at the time of learning (Amin & Malik, 2013). The human memory system is a complex system and is difficult to separate its components into different parts. However, in terms of time, capacity, and operations, it is typically divided into 3 types: (i) Sensory memory: The capability of holding sensory information from stimuli received through the 5 senses (visual, auditory, odour, taste, and tactile). Its time duration is very short and occurs in seconds. It works as a buffer in getting the stimuli via the senses (for example, eyes and ears). This information is then handed over from sensory to STM through selective attention. (ii) Short-term memory: A temporary storage of small amounts of material for a short period, typically up to 15 seconds for approximately 7 items - information generated in STM due to paying attention to sensory memory. (iii) Long-term memory: The collection of material over long durations of time; includes unlimited amounts of information (Amin &Malik, 2013).

Many researchers have investigated and defined several variables that affect knowledge retention. According to Obeka (2010) they include the type and content of task to be learned, the amount of original learning, the instructional strategy used, the length of the retention interval and subject individual. Retention is generally affected by two very important variables. (1) Duration of study session. (2) The temporal distribution of study time across the session. Retention of material is the primary goal of every teacher.

However, in present day school, it is common for a student to learn material, take a test and forget the material soon after. This may likely be the reason for students' poor performance in Social Studies.

2. 8 Theoretical Framework

The theories discussed in this section are: socialinterdependencetheory, Behavioural theoryandcognitivetheorieswhich include:Vygotsky andPiagetstheories respectively. There are multiple theories that reside at the base of project and field-trip methods. The main theories are embedded throughout are Piagets theory of Constructivism and Vygotskys theory of Social Constructivism. John Deweys Pedagogical Creed played a major role in development as well.

2.8.1 Piaget's Theory of Constructivism

In Piaget's theory, the learners Concept of the World (2007), he discusses that an individual is born with schemas in their brain. These schemas are what allow one to go through the processes of both accommodation and assimilation. Through the process of assimilation new information is added and adapted to existing schemas. Therefore, unless schemas are being reshaped or new ones are formed the student will only understand the information as the existing schema allows. (Schcolnick, Kol& Aberbanel, 2006). Piagets theory has been adjusted and adapted by many constructivist theorists. However, one thing remains a constant: students construct their knowledge by building up existing knowledge and through experiences. Although Piagets never directly associated his theories with education, it is easy to see where it can be applied. One-way constructivism can be applied to education is through discovery learning. Discovery learning is the idea children learn best by actively exploring and physically doing (McLeod, 2015). The practice of constructivist theories allows for the creation of an environment that is conducive for project-based learning and field trip method.

2.8.2 Vygotsky'sSocio-CognitiveTheory

One thing that Piaget's theory did not account for is the social aspect of the learning environment. The addition of the social aspect would lead to the further development of constructivism into social constructivism by Vygotsky. Vygotskysperceiveslearningasasocial processthat takes place in a contextthat allows for social interactions andcommunication which eventuallyleadstotheconstructionofknowledgeandcognitivedevelopment(Mcleod, 2007).Accordingtothistheory, learningfirstoccursthroughhumaninteraction, afterthat,withhelpoftools(includinglanguage)andhumanmediation,itiseventually internalized (Fushino, 2008).

Also, Nwosu (2013) quoted Vygotsky saying that, the internalization of knowledge is a progression that begins with an interpersonal process before it proceeds into an intrapersonal one. In other words, a learners higher mental processes are first co-constructed during shared activities with other learners before they become internalized as part of the learner's cognitive development. ThefundamentalconceptinVygotskystheoryisthezoneofproximaldevelopment (ZPD).AccordingtoVygotskythe zoneofproximaldevelopment isthearea between the learner's currentdevelopmentlevel as determined by independent problemsolvingandthelevelofdevelopment thatthelearnercouldachievethrough adultguidanceor incollaborationwithmore capablepeers (Nwosu, 2013).

Thistheory views learningasapaththroughthezoneofproximaldevelopment, with the 'zone'referringto thespacebetween thatwhichalearner cannotdoalone and thatwhichhe/shecandowith thehelp,guidanceandencouragementfromcapable individuals(Mcleod,2007).Thus, Vygotskybelievedthatthroughhelp from more

knowledgeable individuals, thelearner can potentially gain knowledge alreadyheldbythem.

However,theknowledgemustbeappropriateforthelearner's level of comprehension. Anything that is too complicated for the learner to comprehend that is not in their zone of proximal development cannotbe learntatall untilthereisa shiftinthe zoneof proximal development.Whenthelearnerdoesattainhis/herpotential,thisshiftoccursandthe learnercancontinuetolearnmore complexhigherlevelmaterial (Nwosu, 2013).Fromthis, Liao (2007)arguesthatVygotskystheorysupports the use of project and field trip methods citing that when learners work closely within one another's level of proximal development,theycan receiveexplanationsthatarepresentedtothem inasimpler andmorecomprehensiblefashionthaniftheywereprovidedbyoneofaverydifferent mental age (Shabani, Khatib & Ebadi, 2010.) Further reinforcing the relevance of Vygotskystheoryin project and field trip methods canimprove learningasit offersstudentsthepossibilityofinteraction, seeing, observing, concretization of knowledgeandmediationduringwhich morecompetent learnersscaffoldorprovidelearningsupportforthelesscompetent peers.

2.8.3 Experiential Learning Theory

Experiential learning theory is built upon the basis that learning is a process. Through this process different concepts are derived, modified and manipulated by experiences (Kolb, 2008). There are many scholars who have done work with experiential learning theory. However, they all have the following six concepts about learning in common:

i. Learning is best conceived as a process, not in terms of outcomes;
ii. All learning is re-learning;
iii. Learning requires the resolution of conflicts between dialectically opposed models;

iv. Learning is a holistic process of adaptation;

v. Learning results from synergetic transactions between a person and the environment and

vi. Learning is the process of creating knowledge. (Kolb & Kolb, 2008).

As previously mentioned, learning is the process of creating knowledge. Knowledge, according to Experiential Learning Theory, is created from grasping and transforming experiences. The Experiential Learning Theory model is composed of four segments, two related to grasping experience and two related to transforming experience. The four components are: concrete experience (such as field-trip method), abstract conceptualization, reflective observation and active experimentation (such as Project method). Together the four components are often referred to as the Cycle of Experiential Learning. In the cycle, concrete experiences are building blocks for observation and reflection. This reflection is then used to form abstract concepts, which can then be the basis for experimentation. This experimentation then provides the opportunity for new experiences to draw upon (Kolb & Kolb, 2008).

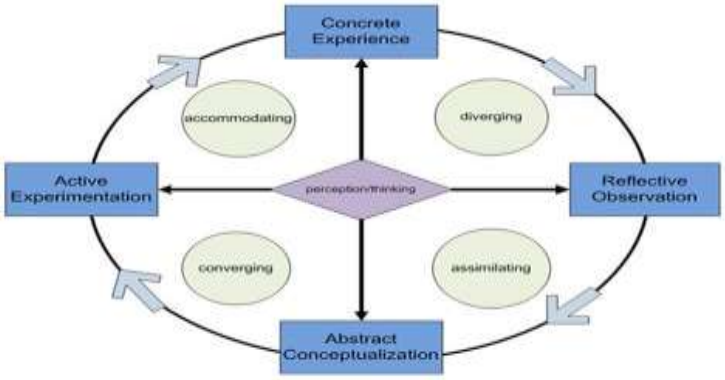


Figure1:Cycle ofExperientialLearning(DavenportUniversity, 2009)

Experiential learning theory can also be aligned with team or group learning. Thus, project and field-trip method utilize the concepts of Kolb's Experiential Learning Theory. This is

based on the fact that, students collaborate on a problem drawing from experiences that they have had, then reflect on and conceptualize the new information that has been presented to them in form of problem or challenge. This then allows students to find solutions to the problem by creating new experiences.

2. 8.4. Self-Determination Theory

Self-Determination Theory developed by Ryan and Deci (2000) is a theory of motivation that aims to explain individuals' goal-directed behavior. The theory proposes universal, innate psychological needs:

1. **Competence** is defined by a perceived self-belief in ones ability to perform well in an activity, e.g. in project based learning or field -trip;
2. **Autonomy or freedom of choice**: Perceived autonomy is high when students feel they are engaging in project based learning or field -trip because they choose to do so, not because they feel pressured by other people (parents, coaches) or external factors (expectations).
3. **Psychological relatedness**: is defined by a sense of shared experience and meaningful relationships. Therefore, NCE Social Studies students are motivated by activities which allow them to form and enjoy good relationships (Deci & Ryan, 2000).

Thus, students feel motivated by activities such as project based learning or field -trip when the facilitator allows them to satisfy those three needs. Those activities are enjoyable and driven by intrinsic motivation. Originally, the theory differentiated between intrinsic and extrinsic motivations were. Later, a continuum with varying degrees of student autonomy was proposed (Deci & Ryan, 2000). Intrinsic motivation represents the most self-determined or autonomous behavior regulation by inherent interest, enjoyment and satisfaction. There are three types of intrinsic motivation:

i. Intrinsic motivation toward project based learning or field -trip is observed if an activity is performed for the pleasure or satisfaction of learning or understanding something;

ii. Intrinsic motivation toward accomplishment is defined as engaging in project based learning or field -trip for the pleasure of accomplishing or creating something.

iii. Intrinsic motivation toward stimulation occurs when project based learning or field -trip activity is performed to obtain stimulating experiences (Deci & Ryan, 2000).

Differently, extrinsic or controlled motivation characterizes those leaning activities such as project based learning or field -trip that yield specific outcomes in terms of rewards or avoided punishments whereas perceived autonomy is low. Within extrinsic motivation there is a continuum of behavioural regulations reflecting the degree to which the behaviour has been integrated into the individual's sense of self. The continuum includes:

i. **External regulation**: where behaviour is controlled by external incentives such as praise, rewards, and punishment avoidance;

ii. **Introjected regulation:** when the external contingencies have been internalized and the students acts to facilitate self-esteem (e.g. exhibit ability) or lessen guilt and avoid demonstration of failure;

iii. **Identified regulation**: where the behaviour is explicitly recognized and valued by the students;

iv. **Integrated regulation**: This is the most autonomous kind of extrinsic motivation and appears when the behaviour is fully integrated into personal values and beliefs (Deci & Ryan, 2000).

As the student's progress along this continuum, their motivation becomes less controlled and more self-determined (Ryan & Deci, 2000). At the far end of the self-determination continuum is amotivation representing a lack of any impetus for behaviour. Importantly, more autonomous motivation is associated with sustained engagement in the behaviour (Vansteenkiste, Simons, Lens, Sheldon, & Deci, 2004; Li, Lee, & Solmon, 2008).

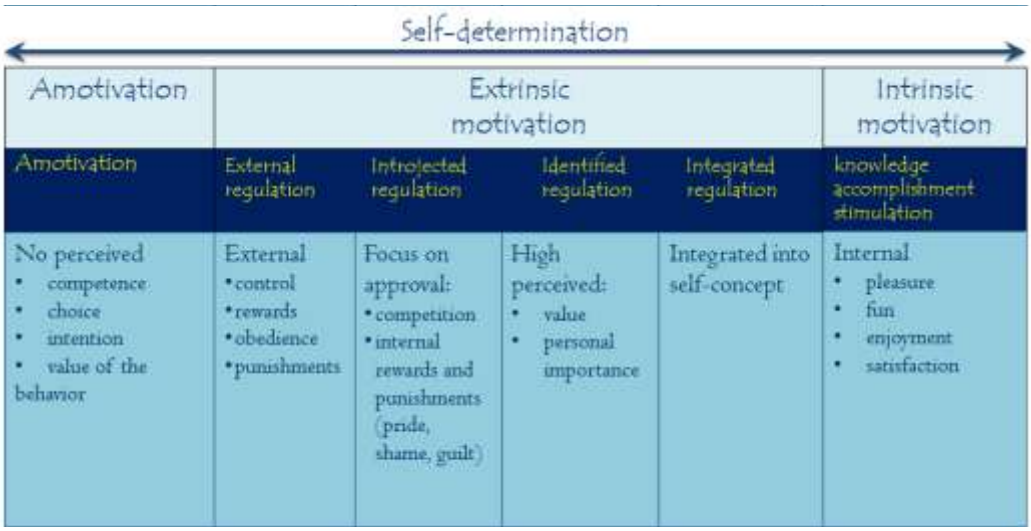


Figure2: Illustration of Self Determination Theory of Motivation

2.8.5 Relevance of the theory

Self-determination theory grants NCE Social Studies students a degree of autonomy in and ownership over the project based learning or field –trip method. E.g.: when staging a lesson session in the classroom; carrying out a project; asking students to learn Social Studies, let NCE Social Studies students choose how to go about it (whilst setting some guidelines for the sake of consistency). NCE Social Studies students with high Internal Personal Locus of Causality (PLOC) thrive in project based learning or field -trip tasks and contexts. Thus, teacher using project based learning or field -trip approach must endeavour to exploit to the fullest this personality traits and greater potential for autonomy in project

based learning or field –trip activities. Student with a high external PLOC will need more praise, direction from and a sense of accountability to teachers.

Also, foster connectedness in the class by creating a team spirit and a sense that the whole class is working towards the same goal and that every student feels comfortable working with everyone else; give plenty of opportunities for positive peer feedback (e.g. get students' to celebrate other students' achievements). Teacher using project based learning or field -trip method must show students the benefits of these activities to their future academic pursuit, personal growth among others.

2.8.6 Theory of Skill of Learning and Retention

The Theory of skill of learning and retention was developed by Schmidtand Bjork(1992) they argued thatlearningis animperfectindicatoroflaterperformance,andthatlearningand retention,therefore, shouldbeconsideredtogether. Itis therefore importantto understandhowacquiredknowledgeandskills areretainedandshouldbe maintainedin thelongerterm. According to Schmidtand Bjork(1992) forgettingand retentionmightvaryreliablyacross thecorrespondingstages of learning. Figure2provides asummaryoflearningand retentionaccounts.

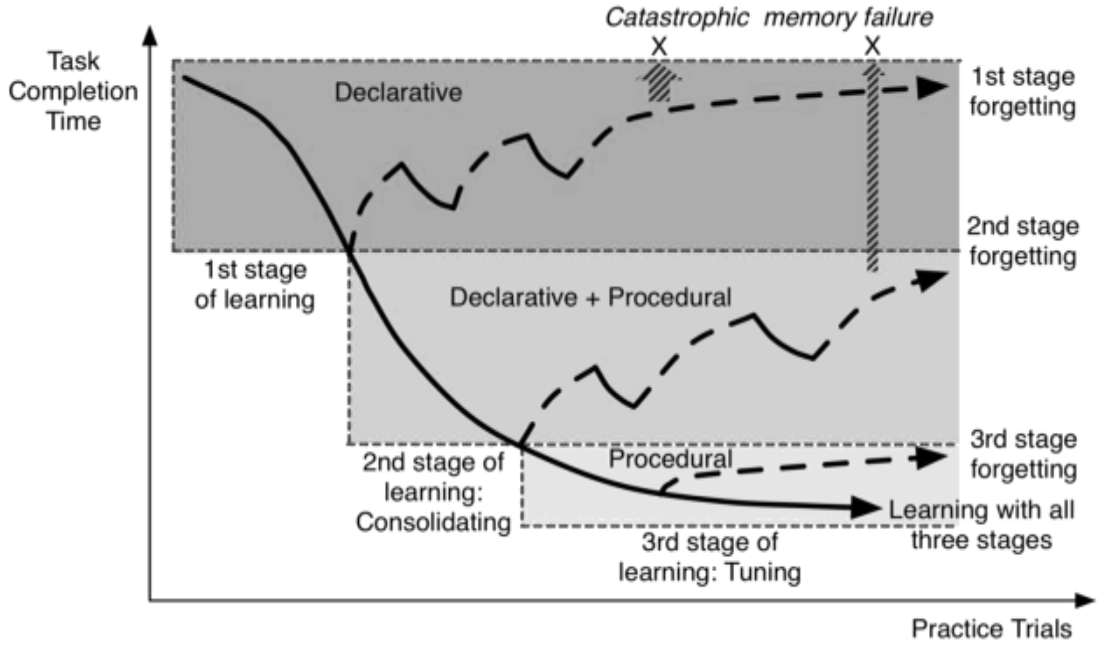


Figure3: A theory ofskillretention, showing thethreestages oflearning and forgetting

Schmidtand Bjork(1992)calledthesestages knowledge-based,rule-based,andskill- based. Fitts calledthesestages cognitive,associative,andautonomous.

TheFirstStage: Declarative- Forthisfirststageoflearningand forgetting, knowledge indeclarative memorydegrades withlackofuse, perhaps catastrophicallyas indicated byX's inFigure2, leadingtotheinabilitytoperformthetask. Inthisstage,learning and forgettingareaccounted forbytheactivationmechanismfordeclarativeknowledge ine-learning:withlackofuse,thestrengthofdeclarative memoryitems declines. Decreasedmemorystrengthleads toincreased response times anddecreased retention andperformanceaccuracy (Schmidt&Bjork, 1992).

TheSecondStage:Associative. Inthesecondstageoflearning, taskknowledgeis representedusinga mixofdeclarativeandproceduralmemory. Withlackofuse, the declarativeknowledge is forgotten, leadingtomistakes andmissedsteps. Procedural memory,ontheotherhand, is basicallyimmunetodecay. Theslopeoftheforgetting curve inthis

stagecouldvaryby subtaskbecause itwouldvaryintheirknowledgemix, anddifferentmixes wouldddecayatdifferentrates.Inthefirsttwostages,catastrophic memory failurecanoccurbecause the declarativeknowledge is notfullyactivated (Schmidt&Bjork, 1992).

The ThirdStage:Procedural. Inthethird stageoflearning,taskknowledge is available inbothdeclarativeandproceduralforms, butproceduralknowledgepredominantly drives performance. Practicewillcompiledeclarativeknowledge intoprocedural knowledge. Schmidtand Bjork(1992) called thistypeoftaskknowledgeas aproceduralizedskill. With lackofuse,declarativeknowledge maydegrade. Nevertheless,the NCE Social Studies students canstill performacademically wellif alltheknowledge is proceduralizedandthus notforgottenwithtime, andperformingthe taskdoes notrequirenewdeclarative inputs.

This is relevant to the current for the fact that, the theory suggeststhatmixed stage of project based learning and field-trip method are necessarytokeepthe declarativeknowledgeactiveandalsotosupportfurtherproceduralizationbecause the activationofdeclarativememoryisrequiredtogenerateproceduralrules.

2.9 Review of Related Empirical Studies

This section focused on the empirical studies that are related to the current study. A total of 20 studies on E-learning, motivation, retention and academic performance of students met the criteriafor inclusion in this review. The findings from these previously conducted studies is presented as follow:

Tella (2007) investigated the impact of motivation on students' school academic achievement in mathematics in secondary schools in Nigeria. Two research objectives, questions and hypotheses each guided the study.Ex-post facto design was used and the

comprised of all senior secondary 2 (SS2) students in Ibadan North-West and Ibadan South West Local Government areas of Oyo State of Nigeria. Sample of 450 secondary school students were drawn from 10 secondary schools. Data collected on the study were analysed using inferential statistics which includes; student t-test and analysis of variance (ANOVA). Also other result indicates significant difference when extent of motivation was taken as variable of interest on academic achievement in mathematics based on the degree of their motivation.

The two studies are related in some aspect for the fact that, motivation, academic performance formed the variables of study. Also, t-test and ANOVA were used as statistical tools for data analysis in both studies. On the other hand, the previous was conducted in Oyo state, while the current will be conducted in North-west zone, Nigeria. Also, the previous study was on the impact of motivation on students' school academic achievement in mathematics in secondary schools in Nigeria, while the current study is on effect of project and field-trip method on motivation, retention and performance of NCE Social Studies Students in North-west zone, Nigeria.

Sola and Ojo (2007) assessed and compared the relative effectiveness of project, inquiry and lecture-demonstration teaching for teaching and conducting experiments in separation of mixtures in chemistry. A pre-test, post–test experimental design with a control group was used. Two hundred and thirty-three randomly selected Senior Secondary School I (SSS I) chemistry students were drawn from four Local Governments Areas of Osun State, Nigeria. The research instruments developed were a twenty-five item supply/select response questions used for the pre-test and post-test tagged Chemistry Achievement Test (CAT). Students were divided into three experimental and one control groups. Students in the three experimental groups were subjected to treatment using project, inquiry or lecture-

demonstration method respectively while students in the control group were taught using the traditional method of teaching. The pre-test was administered to students in all the four groups before teaching commenced and after the teaching and the experiment, a post-test was then administered. The data was analysed using t-test analysis, one-way Analysis of Variance (ANOVA) and Scheffe post–hoc analysis. The results of ANOVA of the difference in the scores of the post-test of the project, inquiry, lecture-demonstration methods and control group showed a significant difference between the groups. Students taught with project method performed better in the Chemistry Achievement Test (CAT) than the students taught with lecture-demonstration method,while those students taught with the lecture-demonstration method performed better than those taught with inquiry method.Students taught with project method performed better than students taught with inquiry method.The study concluded that the project method enhanced better performance in Chemistry practical better than either inquiry or lecture-demonstration method.

Both studies have project method and academic performance as variables of study. Also, t-test and ANOVA were used as statistical tools for data analysis in both studies. On the other hand, the previous was conducted in Oyo state, while the current will be conducted in North-west zone, Nigeria. Similarly, the previous study was Chemistry, while current study is on Social Studies. Also, the previous study was on the Effects of project, inquiry and lecture-demonstration teaching methods on senior secondary students' achievement in separation of mixtures practical test, while the current study is on effect of project and field-trip method on motivation, retention and performance of NCE Social Studies Students in North-west zone, Nigeria.

Olatoye and Adekoya (2010) investigated the effect of three teaching strategies; project-based, demonstration and lecture strategies of teaching on students' achievement in pasture

and forage crops which is an aspect of agricultural science. Lecture strategy served both as a teaching strategy as well as control since it is assumed to be a conventional strategy of teaching. A 3X2X2 pre-test, post-test experimental design with a control group was used in which a hundred and fifty randomly selected Senior Secondary School II (SSS II) Agricultural science students were drawn from three schools. The data was analysed using ANCOVA and Scheffe post-hoc test analysis. There is significant main effect of treatment on students' achievement in an aspect of agricultural science that is, pasture and forage crops; There is no significant interaction effect of treatment and gender on students' achievement in an aspect of agricultural science that is, pasture and forage crops; and Project-based and demonstration strategies of teaching are potent in raising students' achievement.

The two studies are related in some aspect for the fact that, project method and academic performance formed the variables of study. Quasi experimental research design was used employed for both studies. Also, t-test and ANOVA were used as statistical tools for data analysis in both studies. On the other hand, the previous was conducted in Ogun state, while the current will be conducted in North-west zone, Nigeria. Also, the previous study was on the effect of three teaching strategies; project-based, demonstration and lecture strategies of teaching on students' achievement in pasture and forage crops which is an aspect of agricultural science, while the current study is on effect of project and field-trip method on motivation, retention and performance of NCE Social Studies Students in North-west zone, Nigeria.

Ajaja, (2010), investigated the effect of field studies on leaning outcome in Biology. The major purpose of the study was to determine the effects the field experience on students' knowledge of process and biology achievement. The design of the study was experimental

involve pre-test post-test control group design. The sample of the study consists of 100 biology students in two intact classes. Four research questions were used collapsed to four hypotheses. The first three hypotheses were tested with t-test statistic at 0.05 level of significance. The fourth hypotheses were tested with Pearson Product Moment Correlation Statistic. The major findings of the study included a significance difference in process of science scores between pre-test and post-test of field trip students, a significant difference in process of science test scores between students exposed to field trip experiences and those who were not exposed a significant difference in biology achievement test scores between students exposed to field trip experiences and those who were not; and a strong correlation between process of science score and biology achievement score. It was concluded that field trip experience enhanced students understanding of process of science, improved students' attitude toward biology and significantly influenced their biology achievement.

The two studies are related in some aspect for the fact that, field-trip method and academic performance formed the variables of study. Quasi experimental research design was used employed for both studies. Also, t-test and ANOVA were used as statistical tools for data analysis in both studies. On the other hand, the previous was conducted in Delta state, while the current will be conducted in North-west zone, Nigeria. Also, the previous study was on the effect of field studies on leaning outcome in Biology, while the current study is on effect of project and field-trip method on motivation, retention and performance of NCE Social Studies Students in North-west zone, Nigeria.

Patrick (2010) conducted a research on the effect of field studies on learning outcome of senior school in biology achievement. The design of the study was experimental involve pre-test, post-test control group design. The sample of the study consisted of 100 biology

students in two interactive classes. Four research questions were raised and collapsed to four hypotheses. The first three hypotheses were tested with t-test statistics at 0.05 level of significance. The fourth hypothesis was tested with Pearson product Moment Correlation Statistics. The major findings of the study included: a significant difference in process of science scores between pre-test and post- test of field trip students; a significant difference in process of science test scores between students exposed to field trip experiences and those who were not exposed. A significant difference in biology achievement test scores between students exposed to field trip experiences and those who were not; and a strong correlation between process of science score and biology achievement score. It was concluded that field trip experiences enhanced students understanding of process of science, improved students' attitude towards biology and significantly influenced their biology achievement.

The two studies are related in some aspect for the fact that, field-trip method and academic performance formed the variables of study. Quasi experimental research design was used employed for both studies. Also, t-test was used as statistical tools for data analysis in both studies. On the other hand, the previous was conducted in Delta state, while the current will be conducted in North-west zone, Nigeria. Also, the previous study was on effect of field studies on learning outcome of senior school in biology achievement, while the current study is on effect of project and field-trip method on motivation, retention and performance of NCE Social Studies Students in North-west zone, Nigeria.

Bas (2011) investigated the effects of project-based learning on students' academic achievement and attitudes towards English lesson of 9th grade students. The research was carried out in 2010–2011 education-instruction year in a high school in Nigde, Turkey. Totally 60 students in two different classes in the 9th grade of this school participated in

the study. The pre- and post-test control group research model was used in this study. The data obtained in the study were analysed by the computer programme SPSS 17.0. The arithmetic means and standard deviations were calculated for each group. In order to test the significance between the groups, the independent samples t-test was used. The significance level was taken as .05 in the research. The results of the research showed a significant difference between the attitude scores of the experiment group and the control group. On the other hand, it was also found out that project-based learning was more effective in the positive development of the students' academic achievement levels. At the end of the research, it was revealed that the students who were educated by project-based learning was more successful and had higher attitude levels towards the lesson than the students who were educated by the instruction based on student textbooks.

Both studies have project method and academic achievement as variables of study. Quasi-experimental research was employed in both studies. On the other hand, the previous was conducted in Kingdom of Turkey while the current will be conducted in Nigeria. Field of study in the previous research was English, while the current is Social Studies. Also, the previous study was on the effects of project-based learning on students' academic achievement and attitudes towards English lesson of 9th grade students, while the current study is on effect of project and field-trip method on motivation, retention and performance of NCE Social Studies Students in North-west zone, Nigeria.

Al-Ammary (2013) examined the impact of Motivation and Social Interaction on the E-Learning at Arab Open University, Kingdom of Bahrain.The main aim of the current study is to investigate the factors that affect the use of e-learning by the post- graduate students at the Arab Open University. Factors such as motivation and social interaction were selected to be potential factors for using e-learning. Moreover, the effect of e-learning on

the students' perceived satisfaction and performance was examined. The study sample is comprised of postgraduate students enrolled in the AOU-the Kingdom of Bahrain branch. One hundred and fifty surveys were distributed both in person and as a web survey. The results provide a great indication about the use of e-learning at the Kingdom of Bahrain. Results on the research model and hypotheses show that motivation is the main factor that has the most significant impact on using e-learning at the AOU, followed by student-student interaction. Student-instructor interaction has shown to have an indirect impact on e-learning via motivation.

The two studies have motivation as variables of study. On the other hand, the previous was conducted in Kingdom of Bahrain, while the current will be conducted in Nigeria. The research design use in both studies differs as well. Also, the previous study was on the impact of Motivation and Social Interaction on the E-Learning at Arab Open University, Kingdom of Bahrain, while the current study is on effect of project and field-trip method on motivation, retention and performance of NCE Social Studies Students in North-west zone, Nigeria.

Koksal, Yagisan and Aksoy (2013) investigated the impact of active learning activities on attainment, attitudes and retention in secondary school students in music lessons. The purpose of the study is to investigate the impacts of active learning and teacher-centredinstruction on learners' academic attainment, attitudes and retention of what is learned. Nine research objectives, questions and hypotheses each guided the study. In line with thispurpose, the present study was carried out with 52 students studying at Fethiye Onsun SecondarySchool in Konya during 2012-13 academic years. An experimental model with pre-test and post-testand a control group was used. Activities based on active learning were used in the treatment group,while teacher-centred instructional methods

were used in the control group. The data in the studywere collected using the ‘attainment test’ and ‘attitude scale’ for music lesson. Furthermore, theattainment test was also used as the ‘retention test’ three weeks after it was administered as the post-test.To analyze the data various statistical procedures such as mean, standard deviation, dependentsamples t-test and independent samples t-test were used, and these analyses were carried out usingExcel 7.0 and SPSS 15.0. The findings of the study indicated that active learning methods boostedlearners’ attainment in music lesson and the retention of what is learned. However, the learners’attitude towards the lesson did not differ with respect to active learning and traditional methods.

The two studies have retention, active learning as variables of study. Also t-test is used as statistical tools for data analysis in both studies. On the other hand, the previous was conducted in Turkey, while the current will be conducted in Nigeria. The research design use in both studies differs as well. Also, the previous study was on the impact of active learning activities on attainment, attitudes and retention in secondary school students in music lessons, while the current study is on effect of project and field-trip method on motivation, retention and performance of NCE Social Studies Students in North-west zone, Nigeria.

Bagheri, Ali, Abdullah and Daud (2013) examined the effects of project-based learning (PoBL) strategy on students’ self-directed learning skills in a system-based education course offered in the educational technology department of Arak University in Iran. In order to achieve this end, a sample of 78 students in the field of educational technology who enrolled in the system-based education course was selected. Subjects were randomly assigned to one of the two groups: the experimental group (PoBL strategy) and control group (conventional teaching strategy). The self-directed learning readiness scale

(SDLRS) was administrated three times (i.e. pre-test, post-test one, and post-test two). The experimental group received the PoBL strategy and the control group was exposed to conventional teaching (CT) methods. The results of two-way repeated measure ANOVA tests revealed that students who were taught using PoBL strategy performed significantly better in terms of self-directed learning skills than did students who were taught using CT strategy.

The two studies have project method as variables of study. Similar research design was used both studies. Also t-test is used as statistical tools for data analysis in both studies. On the other hand, the previous was conducted in Iran, while the current will be conducted in Nigeria. Also, the previous study was on the effects of project-based learning (PoBL) strategy on students' self-directed learning skills, while the current study is on effect of project and field-trip method on motivation, retention and performance of NCE Social Studies Students in North-west zone, Nigeria.

Muriithi, Odundo, Origa and Gatumu (2013) examined Project Method and Learner Achievement in Physics in Kenyan Secondary Schools. Three research questions, objectives and hypotheses guided the study. Quasi experimental design was applied. Stratified random sampling was used in selecting eighty-four schools from seven provinces in Kenya. Learner achievement was compared using Analysis of Variance (ANOVA). It was realized that use of project method produced better results when compared to traditional methods like discussion and lecture method. The study recommends the use of the project method to supplement other methods of teaching physics.

It can be observed that, both studies have project method and academic performance as study variables. Quasi experimental research design was used both studies. Also t-test is

used as statistical tools for data analysis in both studies. On the other hand, the previous was conducted in Kenya, while the current will be conducted in Nigeria. Secondary school students were the population target of the previous study, while the current study population is NCE Social Studies students. Also, the previous study was on Project Method and Learner Achievement in Physics in Kenyan Secondary Schools, while the current study is on effect of project and field-trip method on motivation, retention and performance of NCE Social Studies Students in North-west zone, Nigeria.

Auwal (2014) examined the effect of two teaching methods (demonstration and discussion) on student's retention of Agricultural Science knowledge in secondary schools of Bauchi metropolis. The study was guided by two research questions based on the specific objectives and three null hypotheses, tested at 0.05 level of significance. The pre-test-post-test control group quasi-experimental design was employed. All the students from three intact SS II classes were used; one class each from three randomly selected schools. A 20 item multiple choice achievement test was administered to the two treatment groups before and after the treatment and the scores so obtained were analysed by mean, standard deviation and t-test. The findings revealed that both the two teaching methods have significant effect on student's retention of Agricultural Science knowledge. Demonstration method was found to be more effective in making the students to remember Agricultural Science knowledge. It was therefore recommended that the demonstration method be used with confidence to teach Agriculture Science in Bauchi State secondary schools.

Both studies have teaching method, retention and academic performance as variables of study. Quasi experimental research design was used both studies. The target population in the previous study was secondary school students, while the current study was NCE Social Studies students. Also t-test is used as statistical tools for data analysis in both studies. On

the other hand, the previous was conducted in Bauchi, while the current will be conducted in North-west, Nigeria. Also, the previous study was on effect of two teaching methods (demonstration and discussion) on student's retention of Agricultural Science knowledge in secondary schools, while the current study is on effect of project and field-trip method on motivation, retention and performance of NCE Social Studies Students in North-west zone, Nigeria.

Ogbuluijah (2014) investigated the effects of Students' Agricultural field trips on their performances in agriculturalscience in selected secondary schools in Rivers State. In order to carry out the study, three research questionsand two hypotheses were postulated. An Ex-Post Facto Design method was adopted, while a sample size of 300respondents was used a validated questionnaire on a four point likert scale was used for data collection with areliability coefficient of 0.88. Data collected was analysed using descriptive statistics and Chi-square at 0.05.The findings of the study revealed that learning experience in which agricultural field trips expose students to inselected secondary schools in Rivers State include among others broadening of knowledge and exposure ofstudents to modern methods of farming. Field trip enhances knowledge on agricultural processing methods,improves farm product utilization and contributes to species improvement and genetics.

The two studies have field-trip and academic performance as variables of study. Quasi experimental research design was used both studies. Also t-test is used as statistical tools for data analysis in both studies. On the other hand, the previous was conducted in Rivers state, while the current will be conducted in North-west, Nigeria. Also, the previous study was on effects of Students' Agricultural field trips on their performances in agriculturalscience in selected secondary schools, while the current study is on effect of

project and field-trip method on motivation, retention and performance of NCE Social Studies Students in North-west zone, Nigeria.

Ilter (2014) conducted a study on the efficacy of project-based learningapproach on Social Studies Education: Conceptualachievement and academic motivation.A quasi-experimentalresearch design (pre-and post-test) was used in the research. While the experimental group of studentsreceived an interactive social studies instruction including completely PBL in a team format activities,the control group students received an instruction including direct instruction method (whole classteaching and individual work in the worksheet of the topics) in the fourth 4th grade social studiescurriculum for six weeks. The findings indicated a statistically significant difference in favour of theexperimental group on the concept achievement and motivation. Students who participated in the PBLenvironments not only enriched and expanded their knowledge but also achieved a higher level ofmotivation than the control group. The PBL in team format activities were provided to promote theexperimental group students' motivation to succeed academically and to develop their conceptualachievement. The results demonstrated that the PBL improved students' understanding regardingsocial studies concepts and helped them achieve the behaviours which were aimed academically. Theexperimental groups intended behaviours in academic motivation at the beginning of the experimentaltreatment turned into performed behaviours at the end.

Both studies have project method, motivation and academic performance as variables of study. Quasi experimental research design was used both studies. Also t-test is used as statistical tools for data analysis in both studies. On the other hand, the previous was conducted in Turkey, while the current will be conducted in Nigeria. Also, the previous study was on on the efficacy of project-based learningapproach on Social Studies

Education: Conceptualachievement and academic motivation, while the current study is on effect of project and field-trip method on motivation, retention and performance of NCE Social Studies Students in North-west zone, Nigeria.

Chijioke, Eniekenemi and Uriah (2016) investigated the effect of group project method on students' academic achievement in car battery system in Basic Technology. Two research questions and hypothesis were used in the study. The researcher adopted non – randomised pre-test, post-test control group quasi experimental design. The population consists of a total of 523 JSS3 students in Gbarainwei and Ogboin - Nedugo community secondary school in Gbarain community in Yenegoa Local Government Area in Bayelsa State. Purposive sampling technique was used for the selection of JSS3B and JSS3A in Gbarainwei and Ogboin Nedugo community secondary school respectively. The researcher developed and used Car Battery System Achievement Test [CBSAT] in the study. Test-retest procedure was used to determine the reliability of the test items. CBSAT items were administered to 20 students in JSS3 in Phabean group of school, P.H. Using Pearson product moment correlation coefficient, the reliability was calculated to be 0.84 which was considered adequate for the study. Mean was used to answer research question 1, while mean and standard deviation were used to answer research question 2. The null hypothesis 1 and 2 were tested using analysis of covariance [ANCOVA] and t-test respectively at 0.05 level of significance. The study revealed that students taught car battery system in Basic Technology with Group Project Method achieved better than those taught with the conventional lecture method. From null hypothesis 1, it revealed that the difference in academic achievement of students taught car battery system in Introductory Technology with Group Project Method [GPM] and students taught with conventional lecture method [CLM] was not significant at 0.05 level of significance. While null hypothesis 2, showed

that there was significant difference in post-test academic achievement of students taught car battery system with GPM and those taught with CLM at 0.05 level of significance.

The two studies have project method and academic performance as variables of study. Quasi experimental research design was used both studies. Also t-test is used as statistical tools for data analysis in both studies. On the other hand, the previous was conducted in Bayelsa state, while the current will be conducted in North-west, Nigeria. Also, the previous study was on effect of group project method on students' academic achievement in car battery system in Basic Technology, while the current study is on effect of project and field-trip method on motivation, retention and performance of NCE Social Studies Students in North-west zone, Nigeria.

Wada (2016) investigated the impact of Field-trip on motivation, retention and performance on plant adaptation among secondary school students in Gumel, Jigawa State, Nigeria. Quasi-experimental research design, which utilized pre-test, post-test and post-post-test, was adopted. The population of the study consisted of 3449 SSII students from 15 public schools in Gumel, Jigawa State. Two out of 15 schools were randomly selected as a sample, where one school each were used as experimental and control group. The experimental group was taught using Field-trip teaching strategy while the control group was taught using lecture method. Two intact classes were selected to form a sample of 124 students. Instruments used for the study were Plant Adaptation Performance Test (PAPT) and Plant Adaptation Motivation Questionnaire (PAMQ) with the reliability value of r = 0.78. Research questions were answered descriptively using means and standards deviation and the hypotheses were tested at 0.05 level of significance. T-test and Kruskall Wallis statistical tools were used in analysing the data collected. Major findings of the study revealed that plant adaptation concept favoured Field-trip teaching strategy. The study

further confirmed that Field-trip teaching strategy enhanced retention, motivated students and it is gender friendly.

The two studies have field-trip method, retention, motivation and academic performance as variables of study. Both studies use the same research design as well. Also t-test is used as statistical tools for data analysis in both studies. On the other hand, the previous was conducted in Jigawa, while the current will be conducted in North-west zone, Nigeria. Also, the previous study was on the impact of Field-trip on motivation, retention and performance on plant adaptation among secondary school students, while the current study is on effect of project and field-trip method on motivation, retention and performance of NCE Social Studies Students in North-west zone, Nigeria.

Estawul, Sababa and Filgona(2016) investigated the Effect of Fieldtrip Strategy on Senior Secondary School Students' Academic Achievement in Geography in Numan Educational Zone, Adamawa State, Nigeria. Two research questions and two hypotheses were formulated and tested in the study. The study adopted the quasi-experimental research design. A sample size of 138 Senior Secondary (SS II) students offering geography from two public senior secondary schools in Numan Educational Zone was used for the study. The groups consisted of an experimental and control groups which were taught for six weeks. The research instruments used to obtain data was the Teachers' Qualification Assessment Checklist (TQAC), Fieldtrip Facilities Inventory (FFI) and the Geography Achievement Test (GAT). The reliability index of the instrument (GAT) was determined using Guttmann Split-half Statistic. This yielded a reliability coefficient of 0.70. The research questions were answered using frequency counts and percentages and the hypotheses was tested using Kolmogorov Smirnov two-sample test. The result showed that most geography teachers in Numan educational zone are B.Sc. holders, who do not possess

the basic qualification of teaching. The study also revealed inadequate facilities for conducting fieldtrips in Numan educational zone. There was a statistically significant difference in the academic achievement of students taught geography using fieldtrip strategy and conventional method. Male students in the experimental group performed better in geography than their female counterparts. Since, fieldtrip strategy improved students' achievement in Geography.

The two studies have field-trip method and academic performance as variables of study. Both studies use the same research design as well. Also t-test is used as statistical tools for data analysis in both studies. On the other hand, the previous was conducted in Adamawa state, while the current will be conducted in North-west zone, Nigeria. Also, the previous study was on the effect of fieldtrip strategy on senior secondary school students' academic achievement in Geography, while the current study is on effect of project and field-trip method on motivation, retention and performance of NCE Social Studies Students in North-west zone, Nigeria.

Agboola and Abe (2017) compared the effects of inquiry-based and field-trip instructional strategies on primary school pupils' performance in basic science in Ekiti State, Nigeria.Four research objectives, questions and hypotheses wereformulated. The study employed pre-test post-test control group quasiexperimental research design. The population consisted of all private primary school pupils in Ado-Ekiti, EkitiState. The sample was made up of three intact primary III pupils. One Local Government Area (LGA) wasselected from the State using simple random sampling technique; sixty (60) private primary three pupils fromthree (3) intact classes of 20 pupils from three primary schools which were purposively selected from the LGAusing purposive sampling technique based on availability of laboratory and library facilities. Two

experimentalgroups and one control group were adopted for the study. Two instruments were used to elicit information from the respondents. Data were analysed using mean, standard deviation, t-test, analysis of covariance(ANCOVA), analysis of variance (ANOVA) and Post-hoc analysis. The results also showed that there was a significant difference in the attitude of pupils towards basic science, It also revealed that there was a significant difference in the retention ability of the pupils exposed to field-trip and inquiry-based instructional strategies, The results further showed that there was a significant difference in the performance of pupils exposed toinquiry-based-based, field-trip and conventional methods of teaching.

Both have field-trip method and academic performance as variables of study. Also, the studies employed the same research design as well statistical tools. Also t-test is used as statistical tools for data analysis in both studies. On the other hand, the previous was conducted in Ado-Ekiti, while the current will be conducted in North-west zone, Nigeria. Also, the previous study was on the effects of inquiry-based and field-trip instructional strategies on primary school pupils' performance in basic science, while the current study is on effect of project and field-trip method on motivation, retention and performance of NCE Social Studies Students in North-west zone, Nigeria.

Namasaka, Mondoh and Wasike (2017) Effects of sequential teaching methods on retention ofknowledge in biology by secondary school students in Kenya. The study was Quasi- experimental using the Non-equivalent control- group 16 study design. The target population comprised students in the 18 old category National Schools in Kenya that were in existence before 2012. Purposive sampling was used to obtain a sample of eight (8) schools and 402 Students. The research hypothesis was tested using ANOVA at significant level of 0.05. The results and findings of the study show that STM, when efficiently used

in instruction, enhance immediate retention of knowledge in Biology more effectively than the oratory lecture method predominantly used in Kenyan Secondary schools. Furthermore, DEL sequence was identified as the most effective in comparison to LDE and ELD. The findings of the study will help curriculum developers and teachers to choose the most appropriate sequence to use in Biology.

Both have retention and academic performance as variables of study. Also, the studies employed the same research design as well statistical tools. Also t-test is used as statistical tools for data analysis in both studies. On the other hand, the previous was conducted in Kenya, while the current will be conducted in, Nigeria. Also, the previous study was on the effects of sequential teaching methods onretention of knowledge in biology by secondary school students, while the current study is on effect of project and field-trip method on motivation, retention and performance of NCE Social Studies Students in North-west zone, Nigeria.

Taneo (2017) assessed the effects of Field trip learning method toward the conceptual understanding of Local History in improving the students' learning achievement. This is a quasi-experiment research. The population in this research is all students of the History Education Studies, the Faculty of Teacher Training and Educational Sciences at Nusa Cendana University, with the sample is 38 students of the fifth semester. The sample-collecting method is purposive-sampling. The data are analysed by using One Way ANOVA technique with Analysis Pre-requirement Test, that is, Normality Test using Lilliefors' significant correction method from Kolmogorov-Smirnov Test and Homogenity Test with F Test. Result of data analysis shows that there are effects on the implementation of the Field trip learning method toward the conceptual understanding to improve the students' learning outcome of Local History.

Both studies have field-trip and academic performance as variables of study. Also t-test is used as statistical tools for data analysis in both studies. On the other hand, the previous was conducted in Nusa Cendana University, while the current will be conducted in Nigeria. The research design use in both studies differs as well. Also, the previous study was on effects of Field trip learning method toward the conceptual understanding of Local History, while the current study is on effect of project and field-trip method on motivation, retention and performance of Nigeria Certificate in Education (NCE) Social Studies Students in North-west zone, Nigeria.

Omeodu and Abara (2018) investigated the relevance of Field Trips teaching and learning physics in secondary schools in Port Harcourt Metropolis Rivers State Nigeria. Four research questions and four hypotheses guided the study. A set of structured questionnaires formed the research instruments. The questionnaires were administered to the students and teachers (respondents) from the target population. For data analysis, the research questions were analysed using mean and standard deviation, while the hypotheses were tested with z-test statistics. It was found that field trips encourage effective learning, provide experiences and learning, provide practical approach and promote required qualities among the students.

Both studies have field –trip and academic performance as variables of study. On the other hand, the previous was conducted in Rivers state, while the current will be conducted in North-west zone, Nigeria. The research design use in both studies differs as well. Also, the previous study was on relevance of Field Trips teaching and learning physics in secondary schools, while the current study is on effect of project and field-trip method on motivation, retention and performance of NCE Social Studies Students in North-west zone, Nigeria.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter discussedthe research design,population of the study, sample and sampling techniques, instrument for Data Collection, validity of instruments, reliability of the instruments, method of data collectionand statistical analysisprocedure.

3.2 Research Design

The study wasconducted usingtwo design that is,descriptive survey and quasi-experimental design, using pre-test, post-test and post-test group design. The researcher adopteddescriptive survey to collect data on NCE students' motivation toward the use of project and field-trip method in learning Social Studies. According to Nworgu (2006) a surveyresearch focuses its investigation on the opinions, attitudes, behaviours and real lifepractices of the people. The classroom is a real-life situation whereby the students areobserved, in their true classroom activities.

Furthermore, this study employed pre-test,post-test and post-post-test quasi-experimental control design using two experimental groups. The experimental groups (PM) will be taught using project method, the control group (CM) were taught using conventional method,while second group (FM) were taught using Field-trip method. The two groups weregiven a pre-test (O1) to determine the entry level of the students. The two groupswere taught some topics (citizenship, socialization and human fundamental right) in Social Studies. Then post-test (O2) was administered to the groups to determine the impact of project and field-trip methods on academic performance of NCE Social Studies students inNorth-west, Nigeria. Post-post-test (O3) wasadministered to all groups in order to determine the level of retention in Social Studies.

3.3 Population of the Study

The target population of this studyconsisted of all N.C.E II Social studies students of the Colleges of Education that offered Social Studies education at N.C.E. level in North-west zone, Nigeria. The population of the students wasthree thousand four hiundred and forty (3440)as depicted in Table 1.

Table 1: Population Distribution of NCE II by Institutions, Location and Gender

SN	Institution	Gender		Total
		Male	Female	
1	Jigawa State College of Education, Gumel	130	175	305
2	Federal College of Education, Zaria	85	93	178
3	Kaduna State College of Education Gidan Waya	94	105	199
4	Federal College of Education, Kano	268	163	431
5	Sa'adatu Rimi College of Education Kumbotso	294	164	458
6	Federal College of Education, Katsina	104	197	301
7	Adamu Augle College of Education Argungu, Kebbi	235	149	384
8	Shehu Shagari College of Education, Sokoto	216	225	441
9	Zamfara State College of Education, Maru	53	73	126
10	Isa Kaita College of Education Dutsenma	186	125	311
11	Federal College of Education Gusau (Technical)	171	135	306
	Total	**1836**	**1604**	**3440**

Sources: Academic Secretaries of various institutions (2019)

3.4 SampleandSampling Techniques

The sample size for the study was five hundred and three (503) social studies students from the sampled colleges out of which 199 are from College of Education Gidan Waya, 178 from Federal College of Education, Zaria and 126 from Zamfara State College of Education, Maru. Simple random sampling technique was used to select the participating colleges using balloting. The researcher wrote the names of all Colleges of Education in the study area on piece of papers and asked neutral body to select three. After the selection, Kaduna State College of Education Gidan Waya, Federal College of Education, Zaria and Zamfara State College of Education, Maruwere selected. The researcher then randomly assigned group to the colleges and Kaduna State College of Education Gidan

Waya(Field Trip) and Federal College of Education, Zaria (Project) were selected as experimental groups while Zamfara State College of Education, Maruwas selected as control group. Intact classes were used for the study. The distribution of the sample is as shown in Table 2

Table 2: Sample Distribution of the study by Institution, Location and Gender

Institution	Gender		Total
	Male	Female	
Kaduna State College of Education, Gidan-waya	106	93	199
Federal College of Education, Zaria	111	67	178
Zamfara State College of Education, Maru	82	44	126
Total	**299**	**204**	**503**

3.5 Instrumentation

This study used two (2) instruments for data collection that is, Social Studies Performance Test (SOSPET) and Academic Motivation Scale (AMS).The first instrument thatis, Social Studies Performance Test (SOSPET)was developed to test the academic performance of N.C.E Social Studies students that was taught using project and field-trip methods. The instrument contained 50multiple-choiceitems (A-D option) and 2 marks for each item, with a total of 100 marks. The instrument wasdeveloped using National Commission for Colleges of Education (N.C.C.E) minimum standards curricular for Colleges of Education in Nigeria. Furthermore, the instrument wasdeveloped using the course content of "Citizenship Education such as meaning of citizenship, meaning of socialization, agents of socialization, types of citizenship and fundamental human rights. The instrument wasstructured according to Bloom's taxonomy cognitive dimension based on knowledge, comprehension and application asshown in table 3:

Table 3: Table of Specification (SOSPET) Based on Bloom Taxonomy of Education

S/N	Topics (Content)	Knowledge	Comprehension	Application	Synthesis	Evaluation	Total
1	Concept, types and processes of socialization	2	2	2	1	2	**9**
2	Agents of Socialization	3	2	1	2	4	**12**
3	Problem of Socialization	1	2	2	1	2	**8**
4	Concept and types of citizenship	1	2	2	1	1	**8**
5	Qualities and duties of a good citizen	1	2	1	1	1	**6**
6	Fundamental Human Rights	2	2	2	1	1	**7**
	Total	**10**	**12**	**10**	**7**	**11**	**50**

Source: Adopted from Blooms Taxonomy of Educational objectives in (Obeka, 2011).

The second instrument titled Academic Motivation Scale (AMS)was adopted from the work of Utvaer (2016). The academic motivation scale: dimensionality, reliability, and construct validity among vocational students. The instrument consisted of fifty (50) items that focused on academic motivation of students. The scale was constructed based on four (4) point modified Likert scale, that is, SA- Strongly Agree =4;A- Agree =3;D-Disagree =2 and SD-Strongly Disagree =1.

Table 4: Items specification

S/N	Topics	No of items	Total
1	Concept, types and processes of socialization	2,6,9,11,14,15,16,21,23,29,30,31	12
2	Agents of Socialization	5,8,10,17,18	5
3	Problem of Socialization	12,19,22,24,25,28, 33,45	8
4	Concept and types of citizenship	1,3,4,7,32,34,38,39,48,49,50	11
5	Qualities and duties of a good citizen	18, 26,35,36,37	5
6	Fundamental Human Rights	1,3,4,7,32,34,38,39,48	9
	Total		**50**

Source: Adopted from Obeka (2011).

Table 4 shows a two-way chart which described the topics covered by the test instrument and the number of items or points which is associated with each topic.

Item Analysis: Discrimination and Difficulty Indices

Each of the test itemswas analysed to obtain its facility and discrimination index. Facility index refers to the item difficulty level because ifitems, that are too easy or too difficult, are of no use in educational testing of attainment/performance of students. Discrimination index refers to power or ability of a test item to distinguish between good student and a weak student. A good test item or test instrument should be able to clearly discriminate or differentiate between good and weak students. The facility index of an item in a test is defined as the percentage of the entire candidate or students that responded correctly to the item (Sani, 2011).

The facility index for SOSPETwas`calculated using the formula.

$$P = \frac{R}{T}$$

Where P= facilityindex

R=totalnumber ofcandidatesthatrespondedcorrectly.

T= total number ofcandidatesthatattemptedtheitem.

Testitemwithfacilityindicesinthe rangeof30-70%areusually recommendedfor use(Wood in Sani, 2011). The facilityindexof allthe SOSPETfell between30-70%.The discriminationindexof atestisitsabilitytodiscriminatebetween highandlowachieversinatestas a whole. The discriminationnindexofa test itemcanbe estimatedfromthe differencebetweentwopercentages, one for the higher groupandthe other for lowgroup.

The formulaisD= Ru-Rl

Where D= Discriminationindex

Ru= Number amongupperstudentsthatscoredanitemcorrectly

Rl= Number amonglowerstudentsthatscoredanitemincorrectly.

Discriminationindexrangingfrom0.30to0.49aredescribedasmoderately positive,those above0.59to0.70are highlypositiveor hashighpositivevalue (Furst in Sani, 2011).FollowingthesuggestionofFurst, thetestitemwith discriminationindexwhichfallsbetween0.30and0.70wasincludedinthe SOSPETfor thisstudy.

3.5.1 ValidityoftheInstrument

The two (2) instrsuments developed for the study, that is, Social Studies Performance Test (SOSPET) and Academic Motivation Scale (AMS) were given to research supervisors, experts in Social Studies education, educational psychology and statistics in Faculty of Education, Ahmadu Bello University Zaria in order to ascertain the content, construct and criterion related validity of the instruments as recommended by Maiwada (2006) that for an instrument to be valid for a particular study it requires expert check to ensure content validity. This give the instrument the quality it requires for it to be valid for a study that is expected to be of benefit to education. The experts' corrections were incorporated into developed instrument to ensure content and construct validity of the instrument.

3.5.2 Pilot Study

A pilot test was conducted with an intact class to discover the reliability of the instrument. Thus, the researcher conducted a social studies test to 40 students (20 male and 20 female) students from Federal College of Education Kano, this is because FCE Kanowas not among the sampled colleges selected for the study.The scores of this test were used to determine the reliability coefficient of the instrument.

3. 5. 3 ReliabilityoftheInstrument

A total number of forty (40) copies of SOSPET and AMSwere administered to forty (40) students selected fromFederal College of Education, Kano which were not part of the main study.The reliability co-efficient wasascertained Pearson Product Moment Correlation Co-efficiency (PPMCC) and reliability co-efficiency of 0.84was obtained. Based on the reliability co-efficient, the instrument adjudged to be reliable. This is line with the submission of Maiwada (2005), whoobservedthatthenearerto1themore reliable istheinstrument.

3.6 ProcedureforData Collection

The researcher collected an introductory letter from the Department of Educational Foundations and Curriculum Studies that waspresented tothe institutions to seek for permission from the school authorities in order to have contact with both teachers and students. The researcher discussed with the Social Studies lecturers in the participating colleges of education and made necessary arrangements for the study. They were well acquainted with the objectives, nature and requirements of the study. The researcher divided the group into four, two experimental and two control groups and taught them separately. Thereafter, the researcher administered the test instrument on the groups, the experiment and administration of the instrument lasted for 8 weeks.In order to ease the task, the administration of the test instruments was done by the researcher with the help of

a research assistant.

3.6.1 Treatment Procedure

The Treatment Procedure used for this research was as follows:

First week –Letter of introduction was collected from the Department of Educational Foundations and Curriculum, Faculty of Education, Ahmadu Bello University Zaria. For the three schools that is, two experimental groups used for the study.

Second Week -Pre- test wasadministered for the two groups that is two experimental and one control group.

Third Week - students in experimental groups were taught the concept and types of socialization using project method, while students the control group were taught the processes of socialization using field trip method.

Fourth Week –Students in the experimental groups were taught the agents of socialization using field trip and project method, while students in the control group weretaught the problem of socialization using field trip method.

Fifth Week -Students in the experimental groups were taught the concept of citizenship using project methodand field trip method, while students in the control group weretaught types of citizenship using project method.

Sixth Week- Sixth Week -Students in the experimental groups were taught the qualities of good citizen using field trip method and project method, while students in the control group weretaught the duties of a good citizen using project method.

Seventh Week -Students in the experimental groups were taught the fundamental human rights using field trip method and project method, while students in the control group weretaught the right to a citizen using project method.

Eighth Week – Post –test were administered for the four groups that is, two experimental and two control group.

3.7 Procedure for Data Analysis

The data collectedwereanalysedusing Statistical Package for Social Sciences (SPSS). Both descriptive and inferential statisticswere used to analyse the data. The researcher used the independent t-test to test all the null hypotheses at $p \leq 0.05$ level of significance. Hence, the use of t-test as statistical tool by the researcher was based on the recommendation of Adam (2008), that t-test is use for comparing the means of two or three sample (or treatment) even if they have different number of replicates. According to Sambo (2008), t-test independent can be used to find out the difference between two independent groups.

CHAPTER FOUR

DATA PRESENTATION AND ANALYSIS

4.1 Introduction

This study investigated the effect of field-trip and project methods on motivation, retention and performance of Nigeria certificate in education Social Studies students in North-west, Nigeria. The chapter was presented under the following sub-headings: introduction, respondents' profile, answers to the research questions, null hypothesis testing, summary of findings, and discussion.

4.2 Respondents' Bio-data

This section presents the bio-data of the respondents who participated in the study in relation to the type of method (project and field-trip) and gender using descriptive statistics of frequencies and percents.

Table 5: Description of Participants by Group

Group	Frequency	Percentage (%)
Field Trip (Experimental)	199	40
Project (Experimental)	178	35
Lecture (Control)	126	25
Total	**503**	**100**

Table 5 presents the number and percentange of students that participated in the research in relation to the type of treatment received. The analysis revealed that 199 partipants representing 40% were under field trip experiemtal group, the participants under project experimental group are 178(35%) and lecture method (control group) had 126 participants representing 25%. This implied that field-trip experimental group had the highest number of participants, followed by control then field trip.

Table 6: Respondents' Profile by Gender

Gender	Frequency	Percent
Male	297	59
Female	206	41
Total	**503**	**100**

Table 7 presents the number and percentage of male and female respondents that participated in the research. There were 297 (59%) male students and 206 (41%) female students who received training using project method, field-trip and under conventional method of learning. This ensure that the results reflected the minds of both the male and female.

4.3 Presentation of Descriptive Data

The research questions developed were analyzed in the section.

Research Question One: What is the pretest and posttest performance of NCE Social Studies students taught using field-trip method in North-west zone, Nigeria?This research question was analyzed using descriptive statistics of means and standard deviations. The summary of the analysis is presented in Table 7.

Table 7: Means and Standard Deviations of Students Pretest and Post-test Performance of Students Taught using Field-trip Method

Motivation	N	Mean	SD	Mean Diff.
Preterst	199	43.48	7.64	8.83
Post-test	199	52.31	10.74	
Total	**398**			

Table 7 presents the summary of the pretest and post-test Means and Standard Deviations of NCE students performance taught Social Studies using field-trip method. The mean scores of the pretest (M=43.48, SD=7.64) was lower than that of the post-test method (M=52.31, SD=10.74). The mean difference was 8.83 in favour of the post-test. This implies that, performance of students taught using field trip method had improved.

Research Question Two: What is the pretest and posttest performance of NCE Social Studies students taught using project method in North-west zone, Nigeria?This research question was analyzed using descriptive statistics of means and standard deviations. The summary of the analysis is presented in Table 8.

Table 8: Means and Standard Deviations of Students Pretest and Post-test Performance of Students Taught using Project Method

Motivation	N	Mean	SD	Mean Diff.
Preterst	178	41.48	9.64	12.83
Post-test	178	54.31	12.74	
Total	**398**			

Table 8 presents the summary of the pretest and post-test Means and Standard Deviations of NCE students performance taught Social Studies using project method. The mean scores of the pretest (M=41.48, SD=9.64) was lower than that of the post-test method (M=54.31, SD=12.74). The mean difference was 12.83 in favour of the post-test. This implies that, performance of students taught using project method had improved.

Research Question Three:What is the difference between NCE students' motivation taught Social Studies using filed-trip method and those taught with conventional method in North-west zone, Nigeria? This research question was answered using descriptive statistics of means and standard deviations. The summary of the analysis is presented in Table 11.

Table 9: Means and Standard Deviations of Students' Motivation in Field-trip method

Motivation	N	Mean	Std. Dev.	Mean Diff,
Feild-trip method	199	3.50	.678	1.35
Conventional Method	126	2.15	.780	
Total	**325**			

Table 9 shows the summary of the Means and Standard Deviations on motivation of NCE students taught Social Studies using field-trip method and those taught with conventional method. The mean motivation scores of the students taught using project method (M=3.50,

SD=.678) was high than that of the students taught using conventional method (M=2.15, SD=.780), while the mean difference was 1.35. Thus, motivation to learning of Social Studies was higher among students taught using project method in the study.

Research Question Four:What is the difference between NCE students' motivation taught Social Studies using project method and those taught with conventional method in North-west zone, Nigeria? This research question was answered using descriptive statistics of means and standard deviations. The summary of the analysis is presented in Table 10.

Table 10: Means and Standard Deviations of Students' Motivation in Project method

Motivation	N	Mean	Std. Dev.	Mean Diff,
Project method	178	3.30	.786	1.20
Conventional Method	126	2.10	.807	
Total	**304**			

Table 10 shows the summary of the Means and Standard Deviations on motivation of NCE students taught Social Studies using project method and those taught with conventional method. The mean motivation scores of the students taught using project method (M=3.30, SD=.786) was high than that of the students taught using conventional method (M=2.10, SD=.807), while the mean difference was 1.20. Thus, motivation to learning of Social Studies was higher among students taught using project method in the study.

Research Question Five:What is the difference between NCE students' motivation taught Social Studies using field-trip and project methods in North-west zone, Nigeria? This research question was answered using descriptive statistics of means and standard deviations. The summary of the analysis is presented in Table 11.

Table 11: Means and Standard Deviations of Students' Motivation in Field-trip and Project methods

Motivation	N	Mean	Std. Dev.	Mean Diff,
Feild-trip method	199	3.50	.678	.20
Project method	178	3.30	.786	
Total	**377**			

Table 10 shows the summary of the Means and Standard Deviations on motivation of NCE students taught Social Studies using field-trip and project methods. The mean motivation scores of the students taught using project method was 3.30with standard deviation of .786while students taught using field-trip had mean of 3.50 with standard deviation of .786, the mean difference is .20 which is insignificant. Thus, motivation to learning of Social Studies improved with the use of field-trip and project methods in teaching and learning.

Research Question Six: What is the difference between post-test performances of NCE Social Studies studentstaught using field-trip method and those taught with conventional method in North-west zone, Nigeria?

This research question was answered using descriptive statistics of means and standard deviation. The summary of the analysis is presented in Table 12.

Table 12: Means and Standard Deviation of Post-test Perfromance in Field Trip and conventional method

Performance	N	Mean	Std. Dev.	Mean Diff.
Field trip method	199	52.31	10.74	11.20
Conventional Method	126	41.11	7.08	
Total	**325**			

Table 12 presents the summary of the Means and Standard Deviations on retention level of NCE students taught Social Studies using field-trip method and those taught with conventional method. The mean retention scores of the students taught using field-trip method (M=52.31, SD=10.74) was high than that of the students taught using conventional method (M=41.11, SD=7.08), while the mean difference was 11.20. It can be expressed from the analysis that, field trip method high level of performance among Social Studies students that participated in the study.

Research Question Seven: What is the difference between post-test performances of NCE Social Studies studentstaught using project method and those taught with conventional method in North-west zone, Nigeria?

This research question was answered using descriptive statistics of means and standard deviation. The summary of the analysis is presented in Table 13.

Table 13: Means and Standard Deviation of Post-test Perfromance in project and conventional method

Performance	N	Mean	Std. Dev.	Mean Diff.
Projet method	178	54.31	10.74	12.74
Conventional Method	126	41.11	7.08	
Total	**304**			

Table 14 presents the summary of the Means and Standard Deviations on retention level of NCE students taught Social Studies using project method and those taught with conventional method. The mean retention scores of the students taught using project method (M=54.31, SD=12.74) was high than that of the students taught using conventional method (M=41.11, SD=7.08), while the mean difference was 12.74. It can be expressed from the analysis that, project method high level of performance among Social Studies students that participated in the study.

Research Question Eight: What is the difference between post-test performances of NCE Social Studies studentstaught using field-trip and project methodsin North-west zone, Nigeria?

This research question was answered using descriptive statistics of means and standard deviation. The summary of the analysis is presented in Table 14.

Table 14: Means and Standard Deviation of Post-test Perfromance in project and conventional method

Performance	N	Mean	Std. Dev.	Mean Diff.
Field trip method	199	52.31	10.74	12.74
Projet method	178	54.31	10.74	
Total	**377**			

Table 14 presents the summary of the Means and Standard Deviations on performance of NCE students taught Social Studies using field-trip and project methods. The mean motivation scores of the students taught using project method was 54.31with standard deviation of 10.74while students taught using field-trip had mean of 52.31 with standard deviation of 10.74 the mean difference is 2.00 which is insignificant. Thus, performance of Social Studies improved with the use of field-trip and project methods in teaching and learning.

Research Question Nine: What is the difference between retention of NCE Social Studies studentstaught using field-trip method and those taught with conventional method in North-west zone, Nigeria?

This research question was answered using descriptive statistics of means and standard deviations. The summary of the analysis is presented in Table 15.

Table 15: Means and Standard Deviations of Retention in Field-trip and Conventional Methods

Retention	N	Mean	Std. Dev.	Mean Diff.
Field-trip method	199	50.42	8.11	9.31
Conventional method	126	41.11	7.08	
Total	**325**			

Table 15 presents the summary of the Means and Standard Deviations on retention level of NCE students taught Social Studies using field-trip and those taught with conventional method. The mean retention scores of the students taught using field-trip method (M=50.42, SD=8.11) was higher than that of the students taught using conventional method (M=41.11, SD=7.08), while the mean difference was 9.31. It can be expressed from the analysis that, field-trip method is high in level of retension among Social Studies students that participated in the study.

Research Question Ten: What is the difference between retention of NCE Social Studies studentstaught using project method in North-west zone, Nigeria?

This research question was answered using descriptive statistics of means and standard deviations. The summary of the analysis is presented in Table 16.

Table 16: Means and Standard Deviations of Retention in Project and Conventional Methods

Retention	N	Mean	Std. Dev.	Mean Diff.
Project Method	178	53.24	9.31	12.13
Conventional method	126	41.11	7.08	
Total	**304**			

Table 16 presents the summary of the Means and Standard Deviations on retention level of NCE students taught Social Studies using project and those taught with conventional method. The mean retention scores of the students taught using project method (M=53.24, SD=9.31) was higher than that of the students taught using conventional method (M=41.11, SD=7.08), while the mean difference was 12.13. It can be expressed from the analysis that, project method is high in level of retension among Social Studies students that participated in the study.

Research Question Eleven: What is the difference between retention of NCE Social Studies studentstaught using field-trip and projects methods in North-west zone, Nigeria?

This research question was answered using descriptive statistics of means and standard deviations. The summary of the analysis is presented in Table 17.

Table 17: Means and Standard Deviations of Retention in Project Method

Retention	N	Mean	Std. Dev.	Mean Diff.
Field-trip	199	50.42	8.11	3.00
Project	178	53.42	9.31	
Total	**377**			

Table 17 presents the summary of the Means and Standard Deviations on retention of NCE students taught Social Studies using project method. The difference between posttest

and0post posttest scores of the students taught using field-trip method was 3.07 which means that project method retains students knowledge than field-trip method.

4.4 Null Hypotheses Testing

This section presents the analysis conducted using inferential statistics of independent samples t-test to test the null hypotheses. The following null hypotheses were stated and tested at $p \geq 0.05$ level of significance.

Null Hypothesis One: There is no significant difference between pretest and posttest performance of NCE Social Studies students taught using field-trip method in North-west zone, Nigeria. This null hypothesis was tested using an inferential statistic of independent samples t-test. The summary of the analysis is presented in Table 18.

Table 18: Summary of independent samples t-test of Pretest and Posttest Students in Field-trip

Group	N	Mean	SD	t-cal	Df	P	Decision
Preterst	199	43.48	7.64				
				11.77	396	.000	Rejected
Post-test	199	52.31	10.74				
Total	**398**						

Table 18 presents the summary of the independent t-test forpretest and post-test performances of NCE studentstaught social studies using field-trip method. The result reveals calculated t-value of 11.77 and p-value of .000 at 396 degree of freedom. The calculated p-value is less than the alpha value of 0.05 levels of significance which indicates that the difference that exists between pretest and post-test performances of students taught social studies using field-tripo method is statistically significant. Hence, the null hypothesis that says there is no significant difference between pretest and posttest performance of NCE Social Studies students taught using field-trip method in North-west, Nigeria is rejected.

Null Hypothesis Two: There is no significant difference between the pretest and posttest performance of NCE Social Studies students taught using project field-trip method in North-west zone, Nigeria. This null hypothesis was tested using an inferential statistic of independent samples t-test. The summary of the analysis is presented in Table 19.

Table 19: Summary of independent samples t-test of Pretest and Posttest Students in Project

Group	N	Mean	SD	t-Cal	Df	P	Decision
Preterst	178	41.48	9.64				
				14.41	396	.000	Rejected
Post-test	178	54.31	12.74				
Total	**398**						

Table 19 presents the summary of the independent t-test forpretest and post-test performances of NCE studentstaught social studies using project method. The result reveals calculated t-value of 14.41 and p-value of .000 at 396 degree of freedom. The calculated p-value is less than the alpha value of 0.05 levels of significance which indicates that the difference that exists between pretest and post-test performances of students taught social studies using project method is statistically significant. Hence, the null hypothesis that says there is no significant difference between pretest and posttest performance of NCE Social Studies students taught using project method in North-west, Nigeria is rejected.

Null Hypothesis Three: There is no significant difference between NCE students' motivation taught Social Studies using filed-trip method and those taught with conventional method in North-west zone, Nigeria.This null hypothesis was tested using an inferential statistic of independent samples t-test. The summary of the analysis is presented in Table 20.

Table 20: Summary of independent samples t-test of Students' Motivation in Field-trip method

Group	N	Mean	SD	t-cal	Df	P	Decision
Field-trip Method	199	3.50	.678				
	126	2.15	.780	17.021	323	.000	Rejected
Conventional Method							
Total	**325**						

Table 20 presents the summary of the independent t-test forstudents' motivation of NCE studentstaught social studies using field-trip method. The result reveals calculated t-value of 17.021 and p-value of .000 at 396 degree of freedom. The calculated p-value is less than the alpha value of 0.05 levels of significance which indicates that the difference that exists between motivations of student taught social studies using field and conventional methods is statistically significant. Hence, the null hypothesis that says there is no significant difference between NCE students' motivation taught Social Studies using filed-trip method and those taught with conventional method in North-west, Nigeria is rejected.

Null Hypothesis Four: There is no significant difference between NCE students' motivation taught Social Studies using project method and those taught with conventional method in North-west zone, Nigeria.This null hypothesis was tested using an inferential statistic of independent samples t-test. The summary of the analysis is presented in Table 21.

Table 21: Summary of independent samples t-test of Students' Motivation in Project method

Group	N	Mean	SD	t-Cal	Df	P	Decision
Project Method	178	41.38	9.406				
				15.546	302	.000	Rejected
Conventional Method	126	22.39	9.539				
Total	**304**						

Table 21 presents the summary of the independent t-test forstudents' motivation of NCE studentstaught social studies using project method. The result reveals calculated t-value of 15.546 and p-value of .000 at 302 degree of freedom. The calculated p-value is less than

the alpha value of 0.05 levels of significance which indicates that the difference that exists between motivations of student taught social studies using field and conventional methods is statistically significant. Hence, the null hypothesis that says is no significant difference between NCE students' motivation taught Social Studies using project method and those taught with conventional method in North-west, Nigeria is rejected.

Null Hypothesis Five: There is no significant difference between NCE students' motivation taught Social Studies using field-trip and project methods in North-west zone, Nigeria. This null hypothesis was tested using an inferential statistic of independent samples t-test. The summary of the analysis is presented in Table 22.

Table 22: Summary of independent samples t-test of Students' Motivation in Field-trip and Project Methods

Group	N	Mean	SD	t-cal	Df	P	Decision
Field-trip method	199	3.50	.678	16.465	375	0.165	Retained
Project method	178	3.30	.786				
Total	**377**						

Table 22 presents the summary of the independent t-test forstudents' motivation of NCE studentstaught social studies using field-trip and project methods. The result reveals calculated t-value of 16.465 and p-value of 0.165 at 375 degree of freedom. The calculated p-value is higher than the alpha value of 0.05 levels of significance which indicates that the difference that exists between motivations of student taught social studies using field and project methods is statistically not significant. Hence, the null hypothesis that says is no significant difference between NCE students' motivation taught Social Studies using field-trip and project methods in North-west, Nigeria is rejected.

Null Hypothesis Six: There is no significant difference between post-test performance of NCE Social Studies studentstaught using field-trip method and those taught with conventional method in North-west, Nigeria.This null hypothesis was tested using an

inferential statistic of independent samples t-test. The summary of the analysis is presented in Table 23.

Table 23: Summary of independent samples t-test of Post-test Perfromance in Field Trip and conventional method

Group	N	Mean	SD	t-cal	Df	P	Decision
Field trip method	199	52.31	10.74				
				16.471	302	.000	Rejected
Conventional Method	126	41.11	7.08				
Total	**325**						

Table 23 presents the summary of the independent t-test forsocial studies NCE students' performances taught social studies using field-trip and conventional methods. The result reveals calculated t-value of 16.471 and p-value of .000 at 323 degree of freedom. The calculated p-value is less than the alpha value of 0.05 levels of significance which indicates that the difference that exists between performances of student taught social studies using field and conventional methods is statistically significant. Hence, the null hypothesis that says is no significant difference between post-test performance of NCE Social Studies studentstaught using field-trip method and those taught with conventional method in North-west, Nigeria is rejected.

Null Hypothesis Seven: There is no significant difference between post-test performance of NCE Social Studies studentstaught using project method and those taught with conventional method in North-west zone, Nigeria.This null hypothesis was tested using an inferential statistic of independent samples t-test. The summary of the analysis is presented in Table 24.

Table 24: Summary of independent samples t-test of Post-test Perfromance in project and conventional method

Group	N	Mean	SD	t-Cal	Df	P	Decision
Project Method	178	54.31	10.74				
				9.988	302	.000	Rejected
Conventional Method	126	41.11	7.08				
Total	**304**						

Table 24 presents the summary of the independent t-test forsocial studies NCE students' performances taught social studies using project and conventional methods. The result reveals calculated t-value of 9.988 and p-value of .000 at 302 degree of freedom. The calculated p-value is less than the alpha value of 0.05 levels of significance which indicates that the difference that exists between performances of student taught social studies using project and conventional methods is statistically significant. Hence, the null hypothesis that says is no significant difference between post-test performance of NCE Social Studies studentstaught using project method and those taught with conventional method in North-west, Nigeria is rejected.

Null Hypothesis Eight: There is no significant difference between NCE students' performance taught Social Studies using field-trip and project methods in North-west zone, Nigeria. This null hypothesis was tested using an inferential statistic of independent samples t-test. The summary of the analysis is presented in Table 25.

Table 25: Summary of independent samples t-test of Students' Performance in Field-trip and Project Methods

Group	N	Mean	SD	t-cal	Df	P	Decision
Field-trip method	199	52.31	10.74	18.213	375	0.265	Retained
Project method	178	54.31	10.74				
Total	**377**						

Table 25 presents the summary of the independent t-test forstudents' performance of NCE studentstaught social studies using field-trip and project methods. The result reveals calculated t-value of 18.213 and p-value of 0.265 at 375 degree of freedom. The calculated p-value is higher than the alpha value of 0.05 levels of significance which indicates that the difference that exists between performace of student taught social studies using field and project methods is statistically not significant. Hence, the null hypothesis that says is no significant difference between NCE students' motivation taught Social Studies using field-trip and project methods in North-west, Nigeria is rejected.

Null Hypothesis Nine: There is no significant difference between retention of NCE Social Studies studentstaught using field-trip method and conventional methos in North-west zone, Nigeria.This null hypothesis was tested using an inferential statistic of independent samples t-test. The summary of the analysis is presented in Table 22.

Table 26: Summary of independent sample t-test of Retention in Field-trip and project method

Group	N	Mean	SD	t-cal	Df	P	Decision
Field-trip method	199	50.42	8.11	11.802	323	.003	Rejected
Conventional method	126	41.11	7.08				
Total	**325**						

Table 26 presents the summary of the independent t-test forsocial studies NCE students' retention taught social studies using field-tripand conventional methods. The result reveals calculated t-value of 11.80 and p-value of .003 at 323 degree of freedom. The calculated p-value is more than the alpha value of 0.05 levels of significance which indicates that the difference that exists between retension of student taught social studies using field-trip method and conventional method is statistically significant. Hence, the null hypothesis that says is no significant difference between retention of NCE Social Studies studentstaught using field-trip method in North-west, Nigeria is rejected.

Null Hypothesis Ten: There is no significant difference between retention of NCE Social Studies studentstaught using project method in North-west zone, Nigeria. This null hypothesis was tested using an inferential statistic of independent samples t-test. The summary of the analysis is presented in Table 27.

Table 27: Summary of independent samples t-test of Retention in Project and project method

Group	N	Mean	SD	t-cal	Df	P	Decision
Project Method	178	53.24	9.31	.957	302	.000	Rejected
Conventional method	126	41.11	7.08				
Total	**304**						

Table 23 presents the summary of the independent t-test forsocial studies NCE students' retention taught social studies using project. The result reveals calculated t-value of .957 and p-value of .000 at 353 degree of freedom. The calculated p-value is more than the alpha value of 0.05 levels of significance which indicates that the difference that exists between retension of student taught social studies using project and conventional methods is statistically significant. Hence, the null hypothesis that says is no significant difference between retention of NCE Social Studies studentstaught using project method in North-west, Nigeria is rejected.

Null Hypothesis Eleven: There is no significant difference between retention of NCE Social Studies studentstaught using field-trip and projects methods in North-west, Nigeria.

This null hypothesis was tested using an inferential statistic of independent samples t-test. The summary of the analysis is presented in Table 24.

Table 28: Summary of independent samples t-test of Performance in Field-trip and project method

Group	N	Mean	SD	t-cal	Df	P	Decision
Field-trip Method	199	50.42	8.11	-2.06	375	.191	Retained
Project Method	178	53.42	9.31				
Total	**377**						

Table 24 presents the summary of the independent samples t-teston academic performance of NCE students taught Social Studies using field-trip method and those taught with project method. The mean performance scores of the students taught using project method (M=53.42, SD=9.31) was high than that of the students taught using field-trip method (M=50.42, SD=8.11). The difference in these mean scores was not statistically significant at p-value of 0.191 (P>0.05). Therefore, there is no significant difference between the retension of NCE students taught Social Studies using field-trip and those taught with

project method in North-west, Nigeria. That is, field-trip and project method produced are learner friendly and helps both slow and fast learner to perform excellently.

4.5 Summary of Findings

The major findings are as follows:

1. The post-test performance of NCE students taught Social Studies using field-trip method was significantly higher than their pretest in North-west, Nigeria and the difference is statistically significant. (P=0.000).
2. The post-test performance of NCE students taught Social Studies using project method was significantlyhigher than their pretest in North-west, Nigeria and the difference is statistically significant. (P=0.000).
3. The motivation of NCE social studies taught using field-trip method was significantlyhigher than those taught with conventional method in North-west, Nigeria and variation is statistically significant (P= 0.001).
4. The motivation of NCE social studies taught using project method was significantlyhigher than those taught with conventional method in North-west, Nigeria and variation is statistically significant (P= 0.001).
5. The motivation of NCE social studies taught using field-trip and project methods in North-west, Nigeria is not significantly different (P= 0.165).
6. The performance of NCE students taught Social Studies using field-trip method was significantly higherthan those taught with conventional method in North-west, Nigeria (P=0.000).
7. The performance of NCE students taught Social Studies using project method was significantly higherthan those taught with conventional method in North-west, Nigeria (P=0.000).

8. The performance of NCE students taught Social Studies using field-trip and project methods was not significantly different in North-west, Nigeria (P=0.265).
9. The retention of NCE students taught Social Studies using field-trip is significantlyhigher thanthose taught using conventional method in North-west, Nigeria (P=0.003).
10. The retention of NCE students taught Social Studies using project method is significantlyhigherthanthose taught using conventional method in North-west, Nigeria (P=0.000).
11. No significant difference between the retention of NCE students taught Social Studies using field-trip and those taught with project method in North-west, Nigeria (P=0.191).

4.6 Discussion of Findings

The study found that the post-test performance of NCE students taught Social Studies using field-trip method was higher than their pre-test in North-west, Nigeria and the difference is statistically significant. (P=0.000). This finding is in line with the research findings of Tella (2007); Feng and Hung (2010); Haines (2010);Vonjnovich (2012); Amosa (2013); Agboola and Abe (2017);Taneo (2017); Omeodu and Abara (2018) who revealed that students taught using field-trip method were more academically addicted to learning of course(s) than those students taught using the conventional method. Field-trip provides an opportunity to involve students, parents and teachers in the instructional program.

The post-test performance of NCE students taught Social Studies using project method was higher than their pretest in North-west zone, Nigeria and the difference is statistically significant (P=0.000). This concurs with the research findings of Yusuf (2006); Ajaja, (2010); Patrick (2010); Ogbuluijah (2014); Estawul, Sababa and Filgona (2016); Namasaka, Mondoh and Wasike (2017) who established that students taught using project

method had better performance than their counterparts taught using the conventional method. Thus, project experience enhanced students understanding of Social Studies education and significantly influenced their performance in the subject.

Furthermore, the study found that the motivation of NCE social studies taught using field-trip method was higher than those taught with conventional method in North-west, Nigeria and variation is statistically significant (P= 0.001). This agrees with the findings of Nussbauma (2000);Okoli, (2006);Abduraheem (2011); Obeka (2010); Maikano (2010);Baliiel, Duran and Bilgili (2011);Malik and Jamil (2012); Ahmad, (2014);Wada (2016); who also established that Field-trip teaching strategy enhanced retention more than conventional method due its students friendly nature. Thus, field trip method is one of the most enjoyable and exciting experience for students studying Social studies which has a lot to do man and his environment.

The study found that the motivation of NCE social studies taught using project method was higher than those taught with conventional method in North-west, Nigeria and variation is statistically significant (P= 0.001). This is in line with the findings of Sola and Ojo (2007); Muriithi, Odundo, Origa and Gatumu (2013); Ganyaupfu (2013); Udofia and Aniefiok (2013); Duruji, Azuh, Segun, Olanrewaju and Okorie (2014); Ilter (2014);Bako (2017) which established that students taught Social Studies using project method had higher retention than those taught with conventional method. Thus, the findings demonstrated that participatory learning stimulates imaginative and conceptual thinking amongst students and impacts positively in their performance.

The study also established that theperformance of NCE students taught Social Studies using field-trip method was significantly higherthan those taught with conventional

method in North-west, Nigeria (P=0.000). This is line with the research revelations of Bas (2011);Edmond and Ayodele (2014); Chijioke, Eniekenemi and Uriah (2016) which confirmed significant difference exist between the motivation scores of students taught using project method and those taught using conventional method. Also, project-based learning was more effective in the positive development of the students' critical thinking level.

The study found no significant difference between the motivation of NCE students taught Social Studies using field-trip and those taught with project method in North-west, Nigeria(P=0.165). This finding revealed that both are significantly effective in enhancing themotivation of students in Social Studies. This concurs with the research revelations of Tuan, Chin and Sheih (2005); Kobala and Glynn (2007); Akbaş and Kan (2007); Kadıoğlu and Uzuntiryaki (2008); Devetak and Glazar (2010); Eryılmaz, Yıldız and Akın (2011) which revealed that there was no significant mean difference between mean performance scores of students taught using field-trip and project methods. Thus, inquiry-based instruction enhances students' motivation significantly.

The study found significant difference between performance of NCE students taught Social Studies using project method was significantly higherthan those taught with conventional method in North-west, Nigeria (P=0.000). This finding reaffirmed the research revelations of Olatoye and Adekoya (2010);Koksal, Yagisan and Aksoy (2013); Bagheri, Ali, Abdullah and Daud (2013);Auwal (2014) which established that significant difference between retention level of students taught using project method and those taught using conventional method. Thus, that project method when efficiently used in instruction, enhance retention of knowledge in Social Studies more effectively than the oratory lecture method predominantly used in Colleges of Education.

The study found significant difference between performance of NCE students taught Social Studies using field-trip and project method was significantly not different in North-west, Nigeria (P=0.265). This finding reaffirmed the research revelations of Olatoye and Adekoya (2010); Koksal, Yagisan and Aksoy (2013); Bagheri, Ali, Abdullah and Daud (2013); Auwal (2014) which established that significant difference between retention level of students taught using project method and those taught using conventional method. Thus, that project method when efficiently used in instruction, enhance retention of knowledge in Social Studies more effectively than the oratory lecture method predominantly used in Colleges of Education.

he study found no significant differencebetween the post test and post post-test performances NCE students taught Social Studies using field-trip in North-west, Nigeria (P=0.326). This indicates that the methods are equally effective in motivating students to learning of Social Studies. This is in line with the findings of Wright (2007); Chianson (2008); Williams and McClure (2010); Estawul, Sababa and Filgona (2016) who found innovation or student-centred methods such as field-trip and project were significantly effective for enhancing the academic performance of students. Furthermore, this finding agrees with the findings of Tchombe and Nnamanang (2011) study which established that learning through field-trip and project methods that are activity based could develop in learners a good understanding of the material to be learned.

Added to this, the study found no significant difference between the the post test and post post-test performances NCE students taught Social Studies using project in North-west, Nigeria (P=0.263). This shows that both methods were equally effective in enhancing retention of students. This is in line with the findings of Strobel and van Barneveld (2009); Hou, (2010); Kiran and Rahman (2011); Kimayu (2012); Sana and Saiqa (2012); Summers

and Dickinson (2012); Ukamaka (2014) which revealed no significant difference in the mean retention of students taught using field-trip and those using project method. Added to this, the study found that project based and field trip method produce high retention among students when compared with other conventional methods of learning Social studies education.

Finally, the study found no significant difference between the performance of NCE students taught Social Studies using field-trip and those taught with project method in North-west, zone, Nigeria(P=0.191). This finding revealed that both are significantly effective in enhancing the performance of students in Social Studies. This concurs with the research revelations of Tuan, Chin and Sheih (2005); Kobala and Glynn (2007); Akbaş and Kan (2007); Kadıoğlu and Uzuntiryaki (2008); Devetak and Glazar (2010); Eryılmaz, Yıldız and Akın (2011) which revealed that there was no significant mean difference between mean performance scores of students taught using field-trip and project methods. Thus, inquiry-based instruction enhances students' performance significantly.

CHAPTER FIVE
SUMMARY, CONCLUSION AND RECOMMENDATIONS

5. 1 Introduction

This chapter dealt with the summary, conclusion and recommendations as way forward for the problem established.

5.2 Summary

This study explored the effect of field-trip and project method on motivation, retention and performance of Nigeria certificate in education Social Studies students in North-west, Nigeria. Thus, the specific objectives are to: assess the NCE students' motivation taught Social Studies using field-trip method and those taught with conventional method; find out the performance of NCE students taught Social Studies using field-trip method and those taught with conventional method; examine difference exist between NCE students' retention taught Social Studies using field-trip method and those taught with conventional method; assess the effect of project method and conventional method on the performance of NCE students taught Social Studies; find out the difference between NCE students' motivation taught Social Studies using project method and those taught with conventional method; assess the difference between NCE students' retention taught Social Studies using project method and those taught with conventional method; find out the difference between the level of motivation of NCE students taught using field-trip and those taught with project method; examine the difference between the level of retention of NCE students taught using field-trip and those taught with project method; and find out the difference between the performance of NCE students taught using field-trip and those taught with project method in North-west, Nigeria.

The following research questions were developed: What is the NCE students' motivation taught Social Studies using field-trip method and those taught with conventional

method?What is the performance of NCE students taught Social Studies using field-trip method and those taught with conventional method? Does any difference exist between NCE students' retention taught Social Studies using field-trip method and those taught with conventional method?What is the effect of project method and conventional method on the performance of NCE students taught Social Studies?In what way does NCE students' motivation differ between those taught Social Studies using project method and those taught with conventional method?What is the difference between NCE students' retention taught Social Studies using project method and those taught with conventional method?What is the difference between the levels of motivation of NCE students taught using field-trip and those taught with project method?Does any the difference exists between the level of retention of NCE students taught using field-trip and those taught with project method?Is there any difference between the performance of NCE students taught using field-trip and those taught with project method in North-west, Nigeria?

The following null hypotheses were tested at 0.05 level of significance: There is no significant difference between NCE students' motivation taught Social Studies using field-trip method and those taught with conventional method; There is no significant difference between the performance of NCE students taught Social Studies using field-trip method and those taught with conventional method; There is no significant difference between NCE students' retention taught Social Studies using field-trip method and those taught with conventional method; There is no significant difference between the performance of NCE students taught Social Studies using project method and those taught with conventional method; There is no significant difference between NCE students' motivation taught Social Studies using project method and those taught with conventional method; There is no significant difference between NCE students' retention taught Social Studies

using project method and those taught with conventional method; There is no significant difference between the levels of motivation of NCE students taught Social Studies using field-trip and those taught with project method; There is no significant difference between the level of retention of NCE students taught Social Studies using field-trip and those taught with project method; There is no significant difference between the performance of NCE students taught Social Studies using field-trip and those taught with project method in North-west, Nigeria.

Chapter two focused on review of related literatures on Concept of social studies Education; Historical Development of Social Studies in Nigeria; General Objectives and Nature of Social Studies Education in Nigeria; Objectives of Social Studies at N.C.E. Level; Concept of Project Method; Project method and students' learning; Concept of Field-trip Method; Types of Field-trips; Field-trip and Academic Performance of Students; Field-trip and Retention of Students; Field-trip and Motivation of Students; Concept of Academic Performance; Factors influencing Academic Performance of Students; Concept of Retention; Theoretical Framework and Review of related empirical studies.

The study was conducted using two design that is descriptive survey and quasi-experimental design, using pre-test, post-test and post-test group design.The target population of this study consisted of all N.C.E II Social studies students of the Colleges of Education that offer Social Studies education at N.C.E. level in North-west, Nigeria totalling five thousand eight hundred and forty three (5843), out of which a sample of four hundred and three (403) was selected through the use of purposive and simple random sampling techniques. This study used two (2) instruments for data collection that is, Social Studies Performance Test (SOSPET) and Academic Motivation Scale (AMS), while the second instrument was Academic Motivation Scale (AMS). The data collected was

analysis using both descriptive and inferential statistics. Thus, mean and standard deviations were used to present the demographic data of respondents as well as answering the research questions, while independent t-test was used to test the null hypotheses developed for the study.

The study established thatpost-test performance of NCE students taught Social Studies using field-trip method was higher than their pre-test in North-west zone, Nigeria and the difference is statistically significant. (P=0.000).The post-test performance of NCE students taught Social Studies using project method was higher than their pretest in North-west, Nigeria and the difference is statistically significant. (P=0.000). The motivation of NCE social studies taught using field-trip method was higher than those taught with conventional method in North-west zone, Nigeria and variation is statistically significant (P= 0.001). The motivation of NCE social studies taught using project method was higher than those taught with conventional method in North-west, Nigeria and variation is statistically significant (P= 0.001). The performance of NCE students taught Social Studies using field-trip method was significantly higherthan those taught with conventional method in North-west zone, Nigeria (P=0.000).The performance of NCE students taught Social Studies using project method was significantly higherthan those taught with conventional method in North-west, Nigeria (P=0.000).No significant difference found between the post test and post post-test performances NCE students taught Social Studies using field-trip in North-west, Nigeria (P=0.326).No significant difference found between the post test and post post-test performances NCE students taught Social Studies using project in North-west, Nigeria (P=0.263).No significant difference between the retention of NCE students taught Social Studies using field-trip and those taught with project method in North-west, zone, Nigeria (P=0.191).

5.3 Conclusion

Emanating from the findings of this study, it was however concluded among others that field trip and project methods better enhanced the motivation, performance and retention of NCE students thought social studies than the conventional method. That is NCE students taught Social Studies using field-trip method were more motivated to learn the subject than those taught with conventional method; field-trip method produced high performance among NCE students than those taught with conventional method; there was high retention rate among NCE students taught Social Studies using field-trip method and those taught with conventional method, NCE students taught Social Studies using project method recorded high mean performance scores than those taught with conventional method; also, project method motivated NCE students more to learn Social Studies than the conventional method; high rate of retention was recorded among NCE students' taught Social Studies using project method than those taught with conventional method; field-trip and project method were found to produce similar levels of motivation among NCE students in the study area; there was correlated level of retention among NCE students taught Social Studies using field-trip and those taught with project method; and using field-trip and those taught with project method werestudents friendly for the fact that there was significant difference in NCE students' performance in North-west, zone, Nigeria.

5.4 Recommendations

The following recommendations were made on the basis of the outcome of this study:

1. Curriculum review by the Nigerian Educational Research and Development Council (NERDC) should be made to accommodate the dynamism of field-trip applications at all levels of Social Studies teaching in tertiary institutions. This will motivate student-centred instructional approach, students' autonomy to knowledge acquisition, and student self-discovery learning.

2. Social Studies teachers should be given training by government and non government organisations on the basic skills of applying field-trip methods. This will help to enhance students' retention level irrespective of their learning abilities at NCE level in colleges of education in north-west, Nigeria.
3. Management of colleges of Education should seek partnership with non-governmental organizations, security agents and other stakeholders to provide additional transport facilities as well as security in order to enhance NCE students' field-trip in north-west, Nigeria.
4. Management of colleges of Education should organise workshop to train lecturers on the use of project methods in order to bolsterstudents' performance in Social Studies at NCE level. This will help reduce the rate ofcarry/spillover among NCE students in north-west, Nigeria.
5. The authorities should arrange induction to train lecturers on the use of project and field-trip methods in order to bolsterstudents' performance in Social Studies at NCE level. This will help reduce the rate ofcarry/spillover among NCE students in north-west, Nigeria.
6. The curriculum planners should ensure that they incorporate project methods as a basic method of teaching in all courses at NCE level, as it will help to promote students' retention in Social Studies in north-west, Nigeria.
7. Project method was found to be student friendly. Thus, it should be encouraged among Social Studies students at all level of tertiary education in north-west and Nigeria at large.
8. Seminars and workshop should be organised as to train Social Studies lecturers on effective use of field-trip and project methods in their classrooms so that they can students' motivation on the subject in north-west, Nigeria.

9. Round table discussion should be organised as to prepare Social Studies lecturers on successful use of field-trip and project methods in their classrooms so that they can students' motivation on the subject in north-west, Nigeria.
10. Social Studies lecturers should provide adequate support to students on the use of field-trip and project methods. This could enhance students' retention ability irrespective of their educational background in north-west, Nigeria.
11. Appropriate plans for projects and field-trip methods are those that encourage problem-solving skills, critical thinking, cooperating skills, and communicative skills of students for effective academic performance. Lecturers are therefore recommendedto pay specific attention to these important skills in developing Social Studies course materials at NCE level in north-west, Nigeria.

5.5 Contributions to Knowledge

The study established that:

i. The use of field-trip method in teaching Social Studies has enhanced academic performance of the NCE students in north-west, Nigeria. Thus,changing from conventional method of teaching to use of field-trip method did not simply enrich classroom teaching only, but it also significantly improved students' academic performance.

ii. The use of project and field-trip method was students friendly such that it produced positive relationship in the retention level of the NCE students in north-west, Nigeria.

iii. The use of project and field-trip method enhanced NCE students' level of motivation in learning of Social Studies as a result of their suitability in providing students with the opportunity to explore and recall easily learnt materials at later days.

5.6 Suggestions for Further Studies

The following suggestions are presented for further research:

i. The replication of this study could be done in Civic Education to add to the generalization of the research findings.

ii. Efforts should be made to conduct a meta-analytic study on effect of field-trip and project methods on students' academic achievement in colleges of education in north-west, Nigeria.

iii. Research on meta-analysis of studies of other variables that affect students' achievement, motivation and retention in Social Studies other than teaching methods could be done.

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APPENDIX: A

Social StudiesPerformance Test (SOSPET)

Instruction: tick were appropriate the right answer to the following questions

Section A: Bio-Data

1. Gender: (a) Male [ ] (b) Female [ ]
2. Location: (a) Urban [ ] (b) Rural [ ]
3. Level of Study (a) NCE II [ ] (b) NCE III [ ]
4. Teaching Method: (a) Cooperative Learning [ ] (b) Conventional Method [ ]

Section B Multiple Choice Questions

Instructions: I. Answer all questions in this section.

II. Circle the correct answer from the options provided

1. Which of the following is an acceptable societal value?

A. Honesty
B. Merriment
C. Praise singing
D. Family planning

2. Which of the following is an effective way of resolving inter-communal conflict?
A. Meditation
B. Dialogue
C. Litigation
D. Avoidance

3. When there is a dispute in a community, members should
A. be indifferent to the issue.
B. cooperate with others.
C. leave the community entirely.
D. be resolute to their cause.

4. Community development projects can best be achieved if the people are
A. cooperative.
B. religious.
C. optimistic.
D. knowledgeable

5. Which of the following is a major problem of the Nigerian Civil Service?
A. Neutrality
B. Red tapism

C. Impartiality
D. Anonymity
6. The civic obligation of a citizen includes
A. political socialization.
B. political participation.
C. engaging in family planning.
D. engaging in business ventures.

7. The following are goals of citizenship education except
A. preparing learners for leadership.
B. developing appropriate attitude in the learners.
C. creating job opportunities.
D. providing social amenities.

8. HIV/AIDS is spread mainly through
A. indiscriminate sexual intercourse.
B. kissing and hugging.
C. sharing toiletries with victims.
D. handshake with victims.

9. People living with HIV/AIDS could be assisted by
A. isolating them.
B. showing them love.
C. blaming them.
D. avoiding them.

10. Which of the following does not promote national consciousness?
A. Respect for the symbols and identities of the country
B. Promotion of people's culture and tradition
C. Appropriate use of the mass media
D. Inappropriate use of state property

11. Modern countries adopt rule of law in order to make
A. lawyers independent.
B. the law supreme.
C. the judiciary part of legislature.
D. laws in parliament.

12. The habit of obeying traffic regulations helps the individual to
A. report late at work.
B. avoid unnecessary accident.
C. be lazy at work.
D. use unauthorized route.

13. Which of the following roles should a responsible parent perform?
A. Sending the children to hawk on the street
B. Instilling in children appropriate values and attitude
C. Encouraging early marriage
D. Showing favour to a particular child

14. A challenge facing the protection of human rights in Nigeria is
A. absence of public complaints commission.
B. failure of leaders to promote rule of law.
C. independence of the judiciary.
D. press freedom.

15. Election is a key pillar of democracy because it helps to
A. determine the legitimacy of government.
B. unite the country against external aggression.
C. create goodwill and unity among political parties.
D. identify the richest political party in Nigeria.

16. In early childhood, family members are generally responsible for the process of…….

a. primary socialization
b. Secondary socialization
c. Tertiary socialization
d. Second socialization

17. A political scientist would most likely employ the concept of *political socialization* in a study examining:
a. how members of a political organization interact with one another.
b. the nature and meaning of citizenship.
c. how people come to embrace certain political beliefs, values, and actions.
d. methods for making reasoned decisions about policy issues

18. One benefit of socialization is that there is _____
a. Much conflict
b. An act of tolerance and discipline
c. Social Instability
d. No acquisition of skills

19. Two or more nations form what is known as _____
a. Village
b. Family
c. Country
d. International

20. Which of the following actions can cause conflict in the society? _____
a. Friendliness to fellow man
b. Honesty in doing all things
c. Selective justice to people
d. Loyalty to the country

21. The most important thing man needs for survival is _____
a. shelter

b. food
c. clothes
d. education

22. Mode of dressing of people is mainly influenced by _____
a. their physical environment
b. education and wealth
c. Attitudes and beliefs
d. their contact with people

23. People who live around the low land areas should not build houses close to the river valley because _____
a. There may be flooding when rivers overflow their banks
b. The areas may be inaccessible to man always
c. Man may be unable to put such areas to good use
d. The area is good for agricultural uses.

24. Whether live in cities, towns or village our activities are often affected by _____
a. Physical environment
b. Social environment
c. Religion
d. Culture

25. Man's physical environment are mostly affected by _____
a. Science and technology
b. Religion
c. Custom
d. Climate

26. The two major types of environment are _____
a. social organization and institutions
b. homes and families
c. social environment and physical environment
d. religious institutions and social institutions

27. Marriage between a woman and more than one man is called _____
a. Polygamous
b. Monogamy
c. Polyandry
d. polygamy

28. The smallest form of community is the _____
a. village
b. State
c. Family
d. home

29. Communities for economic and social reasons is _____
a. Social mobility
b. Political relationship
c. Inter-community relationship
d. Socio-economic relationship.

30. One of the benefits of inter-community relationship is _____
a. Diversity
b. Unity
c. Conflict
d. Labour

31 Which of the following is NOT influenced by culture?
(a) Agriculture
(b) Dressing
(c) Housing
(d) Language
(e) Weather

32 The degree of hotness or coldness of a place is described as it.
(a) Atmospheric condition
(b) Condition of coldness
(c) Condition of hotness
(d) Humidity
(e) Temperature

33 The instrument used to measure the humidity of air is called
(a) Anemometer
(b) Hygrometer
(c) Rainguage
(d) Thermometer
(e) Wind vane

34 Culture is dynamic means that it?
(a) Change with time
(b) Drives people along
(c) Identifies dynamic person
(d) Pass on
(e) Teenage age

35 A marriage occurs between an Igbo and Yoruba woman can be described as a/an ……marriage?
(a) Cross- tribal
(b) Inter -tribal
(c) Intra – tribal
(d) Mixed – tribal
(e) Multi – tribal

36 A marriage between a man and woman of the same tribe can be said to be a/an
(a) Mixed
(b) Inter – tribal
(c) Intra – tribal
(d) Intra - racial
(e) Inter – neibouring

37 Which year did Nigeria become a republic?
(a) 1964
(b) 1963
(c) 1962
(d) 1961
(e) 1960

38 The statement information technology has tuned the world in to a global village means
(a) Access to information has become very easy as if the whole world has turned to a village
(b) Dissemination of is easier in the village than anywhere in the world
(c) The world is gradually becoming village

(d) Villages benefit more with information technology
(e) Villages have now increase in number due to the presence of technology

39 The primary aim of marriage is?
(a) Companionship
(b) Having more hands on the forms
(c) Increase in family income
(d) Love making
(e) Recognition in the society

40 The two types of environment are
(a) Physical and religious
(b) Physical and social
(c) Physical and spiritual
(d) Religious and social
(e) Social and spiritual

41. Acculturation can best be describe as the process by which
a) Member of culture group adopt a trait host society
b) Culture become more alike as they share technology and organizational structure
c) Individual or group come to a self-innovation
d) Cultural parties and perspectives spread from one culture to another

42. The form of marriage that allow woman to marry modern one husband is called
a) Polygamy
b) Monogamy
c) polyandry
d) Tryliandry

43. Which of the following similarities abound in human culture
a) Families
b) Bank
c) Coal
d) Mountain

44. Which of the following is not level of identity in Nigeria
a) Family
b) Age group
c) Material culture
d) National identity

45. Which of the following is not universality of culture
a) Biological similarities
b) Physical environment
c) Maintaining social life
d) Game reserve

46. All the following are material culture except
a) Respect
b) Custom
c) Food
d) Attitude

47. The horst on national coat of arm symbolized
a) Peace
b) Dignity

c) Unity
d) Harmony

48. Trade between nation can be describe as
    a) Trade by batter
    b) Internal trade
    c) International trade
    d) Free trade
49. Which of the following is not a social problem
    a) Poverty
    b) Education
    c) Unemployment
    d) Crime
50. The following are aspect of mass media except
    a) Radio
    b) Telephone
    c) News paper
    d) Magazine

Marking Scheme

1-A
2-B
3-B
4-A
5-B
6-B
7-D
8-A
9-B
10-D
11-B
12-B
13-B
14-B
15-A
16-A
17-C
18-B
19-C
20-C
21-B
22-D
23-A
24-A
25-D
26-C
27-C
28-C
29-D
30-B
31 A
32 C
33 E
34 A
35 C
36 B
37 E
38 A
39 A
40 B
41 D
42 C
43 A
44 C
45 D
46 A
47 A
48 A
49 B
50 A

APPENDIX B

ACADEMIC MOTIVATION SCALE

Section A: Bio-data

Please tick (√) in the appropriate column
Gender (a)Male [ ] (b) Female [ ]

Location of School (a) Urban [ ] (b) Rural [ ]

Teaching Group: (a) ICT [ ] (b) Conventional Method [ ]

Section B: Motivation towardsLearning of Social studies

Foreachitembelow,pleaseplacea check mark(√) inthecolumnwhichbestdescribesyour motivation towards learning of social studies

Strongly Agree 1
Agree 2
Disagree 3
Strongly Disagree 4

S/N	Item Statement	**4**	**3**	**2**	**1**
		SA	A	D	SD
1	I experience pleasure and satisfaction while learning social studies.				
2	I experience pleasure in broadening my knowledge about social studies				
3	The teaching method allows me toexperience apersonal satisfaction in myquest for excellence in Social Studies				
4	I only go for the social studies lesson because I have to.				
5	It is important for me to learn hard.				
6	I get very nervous during social studies lessons.				
7	My social studies teacher never motivates me to like lesson on plant adaptation.				
8	I can never perform better in social studies.				
9	I will feel good to successfully complete social studies lessons.				
10	I think that the method used in the lesson keeps my attention on social studies.				
11	I really enjoy completing assignments in social studies lessons.				
12	I do not really like going to school to learn social studies.				
13	I want to show myself that I can succeed in my studies.				

14	I really feel that I am wasting my time in school.				
15	I don't know; I can't understand what I am doing in school.				
16	I can do almost all the class and home work in social studies if I don't give up.				
17	Because of the teaching method used, I set goals for myself in order to direct my study activities in social studies.				
18	I want to learn as much as possible in social studies class.				
19	I would feel really good if I were the only one who could answer the social studies teacher's question in class.				
20	My goal in this class is to avoid performing poorly in social studies test.				
21	It is not important for me to do better than other students.				
22	I desire to completely master the material presented in social studies class.				
23	My goal in this class is to get a better grade than most of the other students.				
24	I often feel frustrated when I am learning social studies in the class.				
25	Most of the time, being in social studies class puts me in a good mood.				
26	I'm certain I can figure out how to learn most of the difficult topics in social studies.				
27	School often makes me feel sad.				
28	I ask myself questions to make sure I understand the materials.				
29	I often feel bored in school.				
30	One of my main goals is to avoid looking like I can't do my work.				
31	There is provision of adequate instructional materials.				
32	I learn faster in social studies class than other classes.				
33	Most of the time, attending social studies class as a last subject puts me in a good mood.				
34	It is important for me to learn hard.				
35	I get very boring during social studies lessons.				
36	My social studies teacher never motivates me to like lesson on citizenship.				
37	I can never perform better in other subjects unlike social studies.				
38	I will feel good to successfully complete social studies lessons.				
39	I think that the different methods used in the social studies lesson keeps my attention on.				
40	Social studies teachers establish good relationships with other colleagues in the college.				
41	I really enjoy completing classwork in social studies subject.				

42	I do not really like going to school to learn social studies.				
43	Workshops were organised by college governing council for social studies teachers for development.				
44	I really feel that I am wasting my time in school studying social studies.				
45	Field trips were organised by college for social studies students for better awareness.				
46	I can do almost all the class and home work in social studies.				
47	Because of the teaching method used, I set targets for myself in order to make good grade in social studies.				
48	Teachers provide essential inputs like adequate planning of lesson notes and effective delivery of lessons in social studies course.				
49	Social studies teacher has quality and ability to demonstrate sound professional when teaching the subject in the class				
50	My social studies teacher always motivates me to like lesson on socialization.				

Adapted from: *Utvaer, B.K.S. (2016). The Academic Motivation Scale: Dimensionality, Reliability, and Construct Validity among Vocational Students. Nordic Journal of Vocational Education and Training, 6 (2), 17–45.*

APPENDIX C
LESSON PLAN FOR EXPERIMENTAL GROUP: FIELD TRIP

LESSON PLAN ONE

Subject:	Social Studies
Topic:	Concept of Socialization
Group:	Experimental
Age:	18 and Above
Gender:	Mixed (Boys and Girls)
Class:	NCE II
Date	9 Sept. 2019
Teaching strategy:	Project Method
Instructional materials:	Picture and sketch picture
Behavioural Objectives:	At the end of lesson students should be able to:

1. Mention the types of socialization such as:
    a. Primary socialization
    b. Secondary socialization
    c. Developmental socialization
    d. Anticipatory socialization
    e. Resocialization

2. And also process of socialization.

Previous Knowledge: Students have witness marriage in the localities.

Presentation:

The subject will be assigned in to a small group of five students (boys and girls) to allow for better interaction between the students within the group in order to ensure heterogeneity in each group, each group will made up average, above average and below average students, each group will assigned a leader among its members.

Before the commencement of any activity group leaders are to ensure that their members are appropriately in the groups and each group obtained the necessary materials.

a) Each group will be provided with answer sheet properly to indicate the group name; which will be collected later from the leader of the different groups.

b) The researcher will introduce the activities covered by the lesson and remind the student for the subject of the need for cooperative work in their respective groups.

c) To ensure role interdependence and individual accountability each member in the group will be assigned a role, this include group leader, questioner and group listeners.

It is the role of group leader to read out the activities to the groups.

Activity I: Understand necessary types of socialization.

List the necessary types of socialization

1.

2.

3.

Activity 2: To explain the above meaning of socialization one after the other.

Explanation of the above condition necessary for types of socialization

Activity 3: To understand the process of lack of socialization.

List the problem of process of socialization in the society.

1.

2.

3.

Through positive interdependence which allow for sharing of information among member and active participation which give students opportunity to deeper understanding of the concept and knowledge to answer the above activities.

Researcher will go round to ensure that every group member contribute to his/her group and completed activities will be collected from the different group leaders.

Research assistant will mark all the complete activities by different group.

Evaluation: The teacher asks the following questions.

1. What is Meaning of Socialization
2. Explain 2 types of Socialization.
3. Explain any two process of Socialization

Conclusion: The teacher conclude the lesson by summarizing the main of the lesson.

LESSON PLAN TWO

Subject:	Social Studies
Topic:	Agents of Socialization
Group:	Experimental
Class:	NCE II
Age	18 and Above
Gender:	Mixed (Boys and Girls)
Date	16th Sept. 2019
Teaching strategy:	Individual instruction
Instructional materials:	Pictures, sketch pictures
Behavioural objectives:	At the end of the lesson students should be able to: 1. explain the agents of socialization 2. List the agents of socialization like: i. family ii. School iii peers iv mass media

Previous knowledge: Students have an idea of what are the agents of socialization.

Presentation

The subject will be assigned into small groups of 6 students (boys and girls) to allow for better interaction between the students within the group in order to ensure heterogeneity in each group. Each group will be made up average, above average and below average NCE II students. Each group will be assigned a leader among its members.

a) Before the commencement of any activity, group leaders are to ensure that their members are appropriately in the groups and each group obtains materials.
b) Each group will be provided with answer sheet properly to indicate the group, this will be collected later from the leaders of different groups.
c) The researcher will introduce the activities covered by the lesson and remind student for the subject of the need for cooperative work in their respective groups.
d) To ensure role interdependence and individual accountability, each member in the group will be assigned a role, this include group leader, questioner and group leaders to read out the activities to their groups.

Activity 1: understand what agents of socialization stand for

Explain the agents of socialization to the students

Activity 2: Understand the most influential agents of socialization namely.

1.

2.

3.

4.

Activity 3: Importance of the main key agents of socialization.

Why do you think agents of socialization are important to the society

1.

2.

3.

4.

a. Through positive interdependence which allow sharing of information among members and face to face interaction which give students opportunity to interact with themselves share their knowledge as a team supports one another to learn, answer the above activities.

b. Researcher will go around to ensure that every group member contributes to his/her group and completed activities will be collected from different group leaders.

c. Research assistant will mark all the complete activities by different groups.

Evaluation: The teacher asks the following questions.

1. How family an agents of socialization?
2. What are the major agents of socialization?

Conclusion: The teacher concludes the less on by summarizing the main point of the lesson.

LESSON PLAN THREE

Subject:	Social Studies
Topic:	Problems of Socialization
Group:	Experimental
Class:	NCE II
Age	18 and Above
Gender:	Mixed (Boys and Girls)
Date	23rd Sept. 2019
Teaching strategy:	Individual instruction
Instructional materials:	Pictures, sketch pictures
Behavioural objectives:	At the end of the lesson students should be able to: 1. explain problems of socialization 2. List the problems of socialization like: i. conflicts ii. trust iii introverts, depression and chronical illness/special needs kids

Previous knowledge: Students have an idea of what are the current problems of socialization.

Presentation

The subject will be assigned into small groups of 6 students (boys and girls) to allow for better interaction between the students within the group in order to ensure heterogeneity in each group. Each group will be made up average, above average and below average NCE II students. Each group will be assigned a leader among its members.

a) Before the commencement of any activity, group leaders are to ensure that their members are appropriately in the groups and each group obtains materials.
b) Each group will be provided with answer sheet properly to indicate the group, this will be collected later from the leaders of different groups.
c) The researcher will introduce the activities covered by the lesson and remind student for the subject of the need for cooperative work in their respective groups.

d) To ensure role interdependence and individual accountability, each member in the group will be assigned a role, this include group leader, questioner and group leaders to read out the activities to their groups.

Activity 1: understand what the problems of socialization

Explain the current problems of socialization in the society

Activity 2: Understand the most current problems of socialization namely.

1.

2.

3.

4.

Activity 3: solution to the problems of socialization.

Why do smart people often have problems with socialization

1.

2.

3.

4.

a. Through positive interdependence which allow sharing of information among members and face to face interaction which give students opportunity to interact with themselves share their knowledge as a team supports one another to learn, answer the above activities.

b. Researcher will go around toensure that every group member contributes to his/her group and completed activities will be collected from different group leaders.

c. Research assistant will mark all the complete activities by different groups.

Evaluation: The teacher asks the following questions.

1. What are the problems of socialization?
2. What are the difference between socialization and resocialization?

Conclusion: The teacher concludes the less on by summarizing the main point of the lesson.

LESSON PLAN FOUR

Subject:	Social Studies
Topic:	Concept and Types of Citizenship
Group:	Experimental
Class:	NCE II
Age	18 and Above
Gender:	Mixed (Boys and Girls)
Date	30th Sept. 2019
Teaching strategy:	Individual instruction
Instructional materials:	Pictures, sketch pictures
Behavioural objectives:	At the end of the lesson students should be able to:
	1. explain the concept of citizenship
	2. List types of citizenship like:
	i. citizenship by birth ii. citizenship by naturalization iii citizenship by registration iv citizenship by marriage

Previous knowledge: Students have an idea of what are the concept and types of citizenship.

Presentation

The subject will be assigned into small groups of 6 students (boys and girls) to allow for better interaction between the students within the group in order to ensure heterogeneity in each group. Each group will be made up average, above average and below average NCE II students. Each group will be assigned a leader among its members.

a) Before the commencement of any activity, group leaders are to ensure that their members are appropriately in the groups and each group obtains materials.
b) Each group will be provided with answer sheet properly to indicate the group, this will be collected later from the leaders of different groups.
c) The researcher will introduce the activities covered by the lesson and remind student for the subject of the need for cooperative work in their respective groups.

d) To ensure role interdependence and individual accountability, each member in the group will be assigned a role, this include group leader, questioner and group leaders to read out the activities to their groups.

Activity 1: understand what the concept of citizenship

Explain the types of citizenship

Activity 2: Understand the ways of acquiring citizenship in Nigeria.

1.

2.

3.

4.

Activity 3: citizenship and the environment.

Important of citizenship

1.

2.

3.

4.

a. Through positive interdependence which allow sharing of information among members and face to face interaction which give students opportunity to interact with themselves share their knowledge as a team supports one another to learn, answer the above activities.

b. Researcher will go around toensure that every group member contributes to his/her group and completed activities will be collected from different group leaders.

c. Research assistant will mark all the complete activities by different groups.

Evaluation: The teacher asks the following questions.

1. What are the concepts of citizenship and citizenship education?
2. What are the types of citizenship?

Conclusion: The teacher concludes the less on by summarizing the main point of the lesson.

LESSON PLAN FIVE

Subject:	Social Studies
Topic:	Qualities and Duties of a good Citizen
Group:	Experimental
Class:	NCE II
Age	18 and Above
Gender:	Mixed (Boys and Girls)
Date	7th Oct. 2019
Teaching strategy:	Individual instruction
Instructional materials:	Pictures, sketch pictures
Behavioural objectives:	At the end of the lesson students should be able to: 1. explain the qualities of a good citizen 2. List some duties of a good citizen like: i. support and defend the constitution ii. participate in the community issues iii respect the right, beliefs and opinions of others iv participate in democratic process

Previous knowledge: Students have an idea of what are the qualities and duties of a good citizen.

Presentation

The subject will be assigned into small groups of 6 students (boys and girls) to allow for better interaction between the students within the group in order to ensure heterogeneity in each group. Each group will be made up average, above average and below average NCE II students. Each group will be assigned a leader among its members.

a) Before the commencement of any activity, group leaders are to ensure that their members are appropriately in the groups and each group obtains materials.
b) Each group will be provided with answer sheet properly to indicate the group, this will be collected later from the leaders of different groups.
c) The researcher will introduce the activities covered by the lesson and remind student for the subject of the need for cooperative work in their respective groups.

d) To ensure role interdependence and individual accountability, each member in the group will be assigned a role, this include group leader, questioner and group leaders to read out the activities to their groups.

Activity 1: understand the qualities of a good citizen

Explain the duties of a good citizen

Activity 2: Understand the ways of acquiring citizenship in Nigeria.

1.

2.

3.

4.

Activity 3: citizenship and the environment.

Qualities of a good citizen

1.

2.

3.

4.

a. Through positive interdependence which allow sharing of information among members and face to face interaction which give students opportunity to interact with themselves share their knowledge as a team supports one another to learn, answer the above activities.

b. Researcher will go around to ensure that every group member contributes to his/her group and completed activities will be collected from different group leaders.

c. Research assistant will mark all the complete activities by different groups.

Evaluation: The teacher asks the following questions.

1. What are the duties of a citizen in Nigeria?
2. What are the moral responsibilities of a citizen?

Conclusion: The teacher concludes the less on by summarizing the main point of the lesson.

LESSON PLAN SIX

Subject:	Social Studies
Topic:	Fundamental Human Right
Group:	Experimental
Class:	NCE II
Age	18 and Above
Gender:	Mixed (Boys and Girls)
Date	14 Oct. 2019
Teaching strategy:	Individual instruction
Instructional materials:	Pictures, sketch pictures
Behavioural objectives:	At the end of the lesson students should be able to:
	1. explain the Fundamental Human Right to the students
	2. List some fundamental human right in Nigeria like:
	i. right to life ii. right to liberty iii right to security of a person iv right to employment of property

Previous knowledge: Students have an idea of what are the Fundamental Human Right.

Presentation

The subject will be assigned into small groups of 6 students (boys and girls) to allow for better interaction between the students within the group in order to ensure heterogeneity in each group. Each group will be made up average, above average and below average NCE II students. Each group will be assigned a leader among its members.

a) Before the commencement of any activity, group leaders are to ensure that their members are appropriately in the groups and each group obtains materials.
b) Each group will be provided with answer sheet properly to indicate the group, this will be collected later from the leaders of different groups.
c) The researcher will introduce the activities covered by the lesson and remind student for the subject of the need for cooperative work in their respective groups.
d) To ensure role interdependence and individual accountability, each member in the group will be assigned a role, this include group leader, questioner and group leaders to read out the activities to their groups.

Activity 1: understand the fundamental human right

Explain the right to a citizen

Activity 2: Understand the right and duties of a citizen in Nigeria.

1.

2.

3.

4.

Activity 3: Human Right in Nigeria

Fundamental right violation

1.

2.

3.

4.

a. Through positive interdependence which allow sharing of information among members and face to face interaction which give students opportunity to interact with themselves share their knowledge as a team supports one another to learn, answer the above activities.

b. Researcher will go around to ensure that every group member contributes to his/her group and completed activities will be collected from different group leaders.

c. Research assistant will mark all the complete activities by different groups.

Evaluation: The teacher asks the following questions.

1. What are the limitation of fundamental human right in Nigeria?
2. List the Fundamental Human Right?

Conclusion: The teacher concludes the less on by summarizing the main point of the lesson.

APPENDIX D
LESSON PLAN FOR EXPERIMENTAL GROUP: PROJECT METHOD

LESSON PLAN ONE

Subject:	Social Studies
Topic:	Concept of Socialization
Group:	Experimentals
Age:	18 and Above
Gender:	Mixed (Boys and Girls)
Class:	NCE II
Date	21st Oct. 2019
Teaching strategy:	Project Method
Instructional materials:	Picture and sketch picture
Behavioural Objectives:	At the end of lesson students should be able to:

1. Mention the types of socialization such as:
    a. Primary socialization
    b. Secondary socialization
    c. Developmental socialization
    d. Anticipatory socialization
    e. Resocialization

2. And also process of socialization.

Previous Knowledge: Students have witness marriage in the localities.

Presentation:

The subject will be assigned in to a small group of five students (boys and girls) to allow for better interaction between the students within the group in order to ensure heterogeneity in each group, each group will made up average, above average and below average students, each group will assigned a leader among its members.

Before the commencement of any activity group leaders are to ensure that their members are appropriately in the groups and each group obtained the necessary materials.

d) Each group will be provided with answer sheet properly to indicate the group name; which will be collected later from the leader of the different groups.

e) The researcher will introduce the activities covered by the lesson and remind the student for the subject of the need for cooperative work in their respective groups.

f) To ensure role interdependence and individual accountability each member in the group will be assigned a role, this include group leader, questioner and group listeners.

It is the role of group leader to read out the activities to the groups.

Activity I: Understand necessary types of socialization.

List the necessary types of socialization

1.

2.

3.

Activity 2: To explain the above meaning of socialization one after the other.

Explanation of the above condition necessary for types of socialization

Activity 3: To understand the process of lack of socialization.

List the problem of process of socialization in the society.

1.

2.

3.

Through positive interdependence which allow for sharing of information among member and active participation which give students opportunity to deeper understanding of the concept and knowledge to answer the above activities.

Researcher will go round to ensure that every group member contribute to his/her group and completed activities will be collected from the different group leaders.

Research assistant will mark all the complete activities by different group.

Evaluation: The teacher asks the following questions.

1. What is Meaning of Socialization
2. Explain 2 types of Socialization.
3. Explain any two process of Socialization

Conclusion: The teacher conclude the lesson by summarizing the main of the lesson.

LESSON PLAN TWO

Subject:	Social Studies
Topic:	Agents of Socialization
Group:	Experimental
Class:	NCE II
Age	18 and Above
Gender:	Mixed (Boys and Girls)
Date	28th Oct. 2019
Teaching strategy:	Individual instruction
Instructional materials:	Pictures, sketch pictures
Behavioural objectives:	At the end of the lesson students should be able to: 1. explain the agents of socialization 2. List the agents of socialization like: i. family ii. School iii peers iv mass media

Previous knowledge: Students have an idea of what are the agents of socialization.

Presentation

The subject will be assigned into small groups of 6 students (boys and girls) to allow for better interaction between the students within the group in order to ensure heterogeneity in each group. Each group will be made up average, above average and below average NCE II students. Each group will be assigned a leader among its members.

e) Before the commencement of any activity, group leaders are to ensure that their members are appropriately in the groups and each group obtains materials.
f) Each group will be provided with answer sheet properly to indicate the group, this will be collected later from the leaders of different groups.
g) The researcher will introduce the activities covered by the lesson and remind student for the subject of the need for cooperative work in their respective groups.
h) To ensure role interdependence and individual accountability, each member in the group will be assigned a role, this include group leader, questioner and group leaders to read out the activities to their groups.

Activity 1: understand what agents of socialization stand for

Explain the agents of socialization to the students

Activity 2: Understand the most influential agents of socialization namely.

1.

2.

3.

4.

Activity 3: Importance of the main key agents of socialization.

Why do you think agents of socialization are important to the society

1.

2.

3.

4.

a. Through positive interdependence which allow sharing of information among members and face to face interaction which give students opportunity to interact with themselves share their knowledge as a team supports one another to learn, answer the above activities.

b. Researcher will go around to ensure that every group member contributes to his/her group and completed activities will be collected from different group leaders.

c. Research assistant will mark all the complete activities by different groups.

Evaluation: The teacher asks the following questions.

1. How family an agents of socialization?
2. What are the major agents of socialization?

Conclusion: The teacher concludes the less on by summarizing the main point of the lesson.

LESSON PLAN THREE

Subject:	Social Studies
Topic:	Problems of Socialization
Group:	Experimental
Class:	NCE II
Age	18 and Above
Gender:	Mixed (Boys and Girls)
Date	Nov. 4th 2019
Teaching strategy:	Individual instruction
Instructional materials:	Pictures, sketch pictures
Behavioural objectives:	At the end of the lesson students should be able to: 1. explain problems of socialization 2. List the problems of socialization like: i. conflicts ii. trust iii introverts, depression and chronical illness/special needs kids

Previous knowledge: Students have an idea of what are the current problems of socialization.

Presentation

The subject will be assigned into small groups of 6 students (boys and girls) to allow for better interaction between the students within the group in order to ensure heterogeneity in each group. Each group will be made up average, above average and below average NCE II students. Each group will be assigned a leader among its members.

e) Before the commencement of any activity, group leaders are to ensure that their members are appropriately in the groups and each group obtains materials.

f) Each group will be provided with answer sheet properly to indicate the group, this will be collected later from the leaders of different groups.

g) The researcher will introduce the activities covered by the lesson and remind student for the subject of the need for cooperative work in their respective groups.

h) To ensure role interdependence and individual accountability, each member in the group will be assigned a role, this include group leader, questioner and group leaders to read out the activities to their groups.

Activity 1: understand what the problems of socialization

Explain the current problems of socialization in the society

Activity 2: Understand the most current problems of socialization namely.

1.

2.

3.

4.

Activity 3: solution to the problems of socialization.

Why do smart people often have problems with socialization

1.

2.

3.

4.

a. Through positive interdependence which allow sharing of information among members and face to face interaction which give students opportunity to interact with themselves share their knowledge as a team supports one another to learn, answer the above activities.

b. Researcher will go around to ensure that every group member contributes to his/her group and completed activities will be collected from different group leaders.

c. Research assistant will mark all the complete activities by different groups.

Evaluation: The teacher asks the following questions.

1. What are the problems of socialization?
2. What are the difference between socialization and resocialization?

Conclusion: The teacher concludes the less on by summarizing the main point of the lesson.

LESSON PLAN FOUR

Subject:	Social Studies
Topic:	Concept and Types of Citizenship
Group:	Experimental
Class:	NCE II
Age	18 and Above
Gender:	Mixed (Boys and Girls)
Date	11 Nov. 2019
Teaching strategy:	Individual instruction
Instructional materials:	Pictures, sketch pictures
Behavioural objectives:	At the end of the lesson students should be able to: 1. explain the concept of citizenship 2. List types of citizenship like: i. citizenship by birth ii. citizenship by naturalization iii citizenship by registration iv citizenship by marriage

Previous knowledge: Students have an idea of what are the concept and types of citizenship.

Presentation

The subject will be assigned into small groups of 6 students (boys and girls) to allow for better interaction between the students within the group in order to ensure heterogeneity in each group. Each group will be made up average, above average and below average NCE II students. Each group will be assigned a leader among its members.

e) Before the commencement of any activity, group leaders are to ensure that their members are appropriately in the groups and each group obtains materials.

f) Each group will be provided with answer sheet properly to indicate the group, this will be collected later from the leaders of different groups.

g) The researcher will introduce the activities covered by the lesson and remind student for the subject of the need for cooperative work in their respective groups.

h) To ensure role interdependence and individual accountability, each member in the group will be assigned a role, this include group leader, questioner and group leaders to read out the activities to their groups.

Activity 1: understand what the concept of citizenship

Explain the types of citizenship

Activity 2: Understand the ways of acquiring citizenship in Nigeria.

1.

2.

3.

4.

Activity 3: citizenship and the environment

Important of citizenship

1.

2.

3.

4.

a. Through positive interdependence which allow sharing of information among members and face to face interaction which give students opportunity to interact with themselves share their knowledge as a team supports one another to learn, answer the above activities.

b. Researcher will go around to ensure that every group member contributes to his/her group and completed activities will be collected from different group leaders.

c. Research assistant will mark all the complete activities by different groups.

Evaluation: The teacher asks the following questions.

1. What are the concepts of citizenship and citizenship education?
2. What are the types of citizenship?

Conclusion: The teacher concludes the less on by summarizing the main point of the lesson.

LESSON PLAN FIVE

Subject:	Social Studies
Topic:	Qualities and Duties of a good Citizen
Group:	Experimental
Class:	NCE II
Age	18 and Above
Gender:	Mixed (Boys and Girls)
Date	18th Oct. 2019
Teaching strategy:	Individual instruction
Instructional materials:	Pictures, sketch pictures
Behavioural objectives:	At the end of the lesson students should be able to: 1. explain the qualities of a good citizen 2. List some duties of a good citizen like: i. support and defend the constitution ii. participate in the community issues iii respect the right, beliefs and opinions of others iv participate in democratic process

Previous knowledge: Students have an idea of what are the qualities and duties of a good citizen.

Presentation

The subject will be assigned into small groups of 6 students (boys and girls) to allow for better interaction between the students within the group in order to ensure heterogeneity in each group. Each group will be made up average, above average and below average NCE II students. Each group will be assigned a leader among its members.

e) Before the commencement of any activity, group leaders are to ensure that their members are appropriately in the groups and each group obtains materials.
f) Each group will be provided with answer sheet properly to indicate the group, this will be collected later from the leaders of different groups.
g) The researcher will introduce the activities covered by the lesson and remind student for the subject of the need for cooperative work in their respective groups.

h) To ensure role interdependence and individual accountability, each member in the group will be assigned a role, this include group leader, questioner and group leaders to read out the activities to their groups.

Activity 1: understand the qualities of a good citizen

Explain the duties of a good citizen

Activity 2: Understand the ways of acquiring citizenship in Nigeria.

1.

2.

3.

4.

Activity 3: citizenship and the environment.

Qualities of a good citizen

1.

2.

3.

4.

a. Through positive interdependence which allow sharing of information among members and face to face interaction which give students opportunity to interact with themselves share their knowledge as a team supports one another to learn, answer the above activities.

b. Researcher will go around to ensure that every group member contributes to his/her group and completed activities will be collected from different group leaders.

c. Research assistant will mark all the complete activities by different groups.

Evaluation: The teacher asks the following questions.

1. What are the duties of a citizen in Nigeria?
2. What are the moral responsibilities of a citizen?

Conclusion: The teacher concludes the less on by summarizing the main point of the lesson.

LESSON PLAN SIX

Subject:	Social Studies
Topic:	Fundamental Human Right
Group:	Experimental
Class:	NCE II
Age	18 and Above
Gender:	Mixed (Boys and Girls)
Date	25th Nov. 2019
Teaching strategy:	Individual instruction
Instructional materials:	Pictures, sketch pictures
Behavioural objectives:	At the end of the lesson students should be able to:
	1. explain the Fundamental Human Right to the students
	2. List some fundamental human right in Nigeria like:
	i. right to life ii. right to liberty iii right to security of a person iv right to employment of property

Previous knowledge: Students have an idea of what are the Fundamental Human Right.

Presentation

The subject will be assigned into small groups of 6 students (boys and girls) to allow for better interaction between the students within the group in order to ensure heterogeneity in each group. Each group will be made up average, above average and below average NCE II students. Each group will be assigned a leader among its members.

e) Before the commencement of any activity, group leaders are to ensure that their members are appropriately in the groups and each group obtains materials.
f) Each group will be provided with answer sheet properly to indicate the group, this will be collected later from the leaders of different groups.
g) The researcher will introduce the activities covered by the lesson and remind student for the subject of the need for cooperative work in their respective groups.
h) To ensure role interdependence and individual accountability, each member in the group will be assigned a role, this include group leader, questioner and group leaders to read out the activities to their groups.

Activity 1: understand the fundamental human right

Explain the right to a citizen

Activity 2: Understand the right and duties of a citizen in Nigeria.

1.

2.

3.

4.

Activity 3: Human Right in Nigeria

Fundamental right violation

1.

2.

3.

4.

a. Through positive interdependence which allow sharing of information among members and face to face interaction which give students opportunity to interact with themselves share their knowledge as a team supports one another to learn, answer the above activities.

b. Researcher will go around to ensure that every group member contributes to his/her group and completed activities will be collected from different group leaders.

c. Research assistant will mark all the complete activities by different groups.

Evaluation: The teacher asks the following questions.

1. What are the limitation of fundamental human right in Nigeria?
2. List the Fundamental Human Right?

Conclusion: The teacher concludes the less on by summarizing the main point of the lesson.

APPENDIX E
LESSON PLAN FOR CONTROL GROUP

LESSON PLAN ONE

Subject:	Social Studies
Topic:	Concept of Socialization
Group:	Control
Age:	18 and Above
Gender:	Mixed (Boys and Girls)
Class:	NCE II
Date	2nd Dec. 2019
Teaching strategy:	Field trip
Instructional materials:	Picture and sketch picture
Behavioural Objectives:	At the end of lesson students should be able to:

1. Mention the types of socialization such as:
    a. Primary socialization
    b. Secondary socialization
    c. Developmental socialization
    d. Anticipatory socialization
    e. Resocialization

2. And also process of socialization.

Previous Knowledge: Students have witness marriage in the localities.

Presentation:

The subject will be assigned in to a small group of five students (boys and girls) to allow for better interaction between the students within the group in order to ensure heterogeneity in each group, each group will made up average, above average and below average students, each group will assigned a leader among its members.

Before the commencement of any activity group leaders are to ensure that their members are appropriately in the groups and each group obtained the necessary materials.

g) Each group will be provided with answer sheet properly to indicate the group name; which will be collected later from the leader of the different groups.

h) The researcher will introduce the activities covered by the lesson and remind the student for the subject of the need for cooperative work in their respective groups.

i) To ensure role interdependence and individual accountability each member in the group will be assigned a role, this include group leader, questioner and group listeners.

It is the role of group leader to read out the activities to the groups.

Activity I: Understand necessary types of socialization.

List the necessary types of socialization

1.

2.

3.

Activity 2: To explain the above meaning of socialization one after the other.

Explanation of the above condition necessary for types of socialization

Activity 3: To understand the process of lack of socialization.

List the problem of process of socialization in the society.

1.

2.

3.

Through positive interdependence which allow for sharing of information among member and active participation which give students opportunity to deeper understanding of the concept and knowledge to answer the above activities.

Researcher will go round to ensure that every group member contribute to his/her group and completed activities will be collected from the different group leaders.

Research assistant will mark all the complete activities by different group.

Evaluation: The teacher asks the following questions.

1. What is Meaning of Socialization
2. Explain 2 types of Socialization.
3. Explain any two process of Socialization

Conclusion: The teacher conclude the lesson by summarizing the main of the lesson.

LESSON PLAN TWO

Subject:	Social Studies
Topic:	Agents of Socialization
Group:	Control
Class:	NCE II
Age	18 and Above
Gender:	Mixed (Boys and Girls)
Date	9th Dec. 2019
Teaching strategy:	Field trip
Instructional materials:	Pictures, sketch pictures
Behavioural objectives:	At the end of the lesson students should be able to: 1. explain the agents of socialization 2. List the agents of socialization like: i. family ii. School iii peers iv mass media

Previous knowledge: Students have an idea of what are the agents of socialization.

Presentation

The subject will be assigned into small groups of 6 students (boys and girls) to allow for better interaction between the students within the group in order to ensure heterogeneity in each group. Each group will be made up average, above average and below average NCE II students. Each group will be assigned a leader among its members.

i) Before the commencement of any activity, group leaders are to ensure that their members are appropriately in the groups and each group obtains materials.

j) Each group will be provided with answer sheet properly to indicate the group, this will be collected later from the leaders of different groups.

k) The researcher will introduce the activities covered by the lesson and remind student for the subject of the need for cooperative work in their respective groups.

l) To ensure role interdependence and individual accountability, each member in the group will be assigned a role, this include group leader, questioner and group leaders to read out the activities to their groups.

Activity 1: understand what agents of socialization stand for

Explain the agents of socialization to the students

Activity 2: Understand the most influential agents of socialization namely.

1.

2.

3.

4.

Activity 3: Importance of the main key agents of socialization.

Why do you think agents of socialization are important to the society

1.

2.

3.

4.

a. Through positive interdependence which allow sharing of information among members and face to face interaction which give students opportunity to interact with themselves share their knowledge as a team supports one another to learn, answer the above activities.

b. Researcher will go around to ensure that every group member contributes to his/her group and completed activities will be collected from different group leaders.

c. Research assistant will mark all the complete activities by different groups.

Evaluation: The teacher asks the following questions.

1. How family an agents of socialization?
2. What are the major agents of socialization?

Conclusion: The teacher concludes the less on by summarizing the main point of the lesson.

LESSON PLAN THREE

Subject:	Social Studies
Topic:	Problems of Socialization
Group:	Control
Class:	NCE II
Age	18 and Above
Gender:	Mixed (Boys and Girls)
Date	5th Dec. 2019
Teaching strategy:	Field trip
Instructional materials:	Pictures, sketch pictures
Behavioural objectives:	At the end of the lesson students should be able to: 1. explain problems of socialization 2. List the problems of socialization like: i. conflicts ii. trust iii introverts, depression and chronical illness/special needs kids

Previous knowledge: Students have an idea of what are the current problems of socialization.

Presentation

The subject will be assigned into small groups of 6 students (boys and girls) to allow for better interaction between the students within the group in order to ensure heterogeneity in each group. Each group will be made up average, above average and below average NCE II students. Each group will be assigned a leader among its members.

i) Before the commencement of any activity, group leaders are to ensure that their members are appropriately in the groups and each group obtains materials.
j) Each group will be provided with answer sheet properly to indicate the group, this will be collected later from the leaders of different groups.
k) The researcher will introduce the activities covered by the lesson and remind student for the subject of the need for cooperative work in their respective groups.

l) To ensure role interdependence and individual accountability, each member in the group will be assigned a role, this include group leader, questioner and group leaders to read out the activities to their groups.

Activity 1: understand what the problems of socialization

Explain the current problems of socialization in the society

Activity 2: Understand the most current problems of socialization namely.

1.

2.

3.

4.

Activity 3: solution to the problems of socialization.

Why do smart people often have problems with socialization

1.

2.

3.

4.

a. Through positive interdependence which allow sharing of information among members and face to face interaction which give students opportunity to interact with themselves share their knowledge as a team supports one another to learn, answer the above activities.

b. Researcher will go around to ensure that every group member contributes to his/her group and completed activities will be collected from different group leaders.

c. Research assistant will mark all the complete activities by different groups.

Evaluation: The teacher asks the following questions.

1. What are the problems of socialization?
2. What are the difference between socialization and resocialization?

Conclusion: The teacher concludes the less on by summarizing the main point of the lesson.

LESSON PLAN FOUR

Subject:	Social Studies
Topic:	Concept and Types of Citizenship
Group:	Control
Class:	NCE II
Age	18 and Above
Gender:	Mixed (Boys and Girls)
Date	9th Dec. 2019
Teaching strategy:	Field trip
Instructional materials:	Pictures, sketch pictures
Behavioural objectives:	At the end of the lesson students should be able to: 1. explain the concept of citizenship 2. List types of citizenship like: i. citizenship by birth ii. citizenship by naturalization iii citizenship by registration iv citizenship by marriage

Previous knowledge: Students have an idea of what are the concept and types of citizenship.

Presentation

The subject will be assigned into small groups of 6 students (boys and girls) to allow for better interaction between the students within the group in order to ensure heterogeneity in each group. Each group will be made up average, above average and below average NCE II students. Each group will be assigned a leader among its members.

i) Before the commencement of any activity, group leaders are to ensure that their members are appropriately in the groups and each group obtains materials.
j) Each group will be provided with answer sheet properly to indicate the group, this will be collected later from the leaders of different groups.
k) The researcher will introduce the activities covered by the lesson and remind student for the subject of the need for cooperative work in their respective groups.

l) To ensure role interdependence and individual accountability, each member in the group will be assigned a role, this include group leader, questioner and group leaders to read out the activities to their groups.

Activity 1: understand what the concept of citizenship

Explain the types of citizenship

Activity 2: Understand the ways of acquiring citizenship in Nigeria.

1.

2.

3.

4.

Activity 3: citizenship and the environment

Important of citizenship

1.

2.

3.

4.

a. Through positive interdependence which allow sharing of information among members and face to face interaction which give students opportunity to interact with themselves share their knowledge as a team supports one another to learn, answer the above activities.

b. Researcher will go around to ensure that every group member contributes to his/her group and completed activities will be collected from different group leaders.

c. Research assistant will mark all the complete activities by different groups.

Evaluation: The teacher asks the following questions.

1. What are the concepts of citizenship and citizenship education?
2. What are the types of citizenship?

Conclusion: The teacher concludes the less on by summarizing the main point of the lesson.

LESSON PLAN FIVE

Subject:	Social Studies
Topic:	Qualities and Duties of a good Citizen
Group:	Control
Class:	NCE II
Age	18 and Above
Gender:	Mixed (Boys and Girls)
Date	12th Dec. 2019
Teaching strategy:	Field trip
Instructional materials:	Pictures, sketch pictures
Behavioural objectives:	At the end of the lesson students should be able to:
	1. explain the qualities of a good citizen
	2. List some duties of a good citizen like:
	i. support and defend the constitution ii. participate in the community issues iii respect the right, beliefs and opinions of others iv participate in democratic process

Previous knowledge: Students have an idea of what are the qualities and duties of a good citizen.

Presentation

The subject will be assigned into small groups of 6 students (boys and girls) to allow for better interaction between the students within the group in order to ensure heterogeneity in each group. Each group will be made up average, above average and below average NCE II students. Each group will be assigned a leader among its members.

i) Before the commencement of any activity, group leaders are to ensure that their members are appropriately in the groups and each group obtains materials.
j) Each group will be provided with answer sheet properly to indicate the group, this will be collected later from the leaders of different groups.
k) The researcher will introduce the activities covered by the lesson and remind student for the subject of the need for cooperative work in their respective groups.

l) To ensure role interdependence and individual accountability, each member in the group will be assigned a role, this include group leader, questioner and group leaders to read out the activities to their groups.

Activity 1: understand the qualities of a good citizen

Explain the duties of a good citizen

Activity 2: Understand the ways of acquiring citizenship in Nigeria.

1.

2.

3.

4.

Activity 3: citizenship and the environment.

Qualities of a good citizen

1.

2.

3.

4.

a. Through positive interdependence which allow sharing of information among members and face to face interaction which give students opportunity to interact with themselves share their knowledge as a team supports one another to learn, answer the above activities.

b. Researcher will go around to ensure that every group member contributes to his/her group and completed activities will be collected from different group leaders.

c. Research assistant will mark all the complete activities by different groups.

Evaluation: The teacher asks the following questions.

1. What are the duties of a citizen in Nigeria?
2. What are the moral responsibilities of a citizen?

Conclusion: The teacher concludes the less on by summarizing the main point of the lesson.

LESSON PLAN SIX

Subject:	Social Studies
Topic:	Fundamental Human Right
Group:	Control
Class:	NCE II
Age	18 and Above
Gender:	Mixed (Boys and Girls)
Date	16th Dec. 2019
Teaching strategy:	Field trip
Instructional materials:	Pictures, sketch pictures
Behavioural objectives:	At the end of the lesson students should be able to:
	1. explain the Fundamental Human Right to the students
	2. List some fundamental human right in Nigeria like:
	i. right to life ii. right to liberty iii right to security of a person iv right to employment of property

Previous knowledge: Students have an idea of what are the Fundamental Human Right.

Presentation

The subject will be assigned into small groups of 6 students (boys and girls) to allow for better interaction between the students within the group in order to ensure heterogeneity in each group. Each group will be made up average, above average and below average NCE II students. Each group will be assigned a leader among its members.

i) Before the commencement of any activity, group leaders are to ensure that their members are appropriately in the groups and each group obtains materials.
j) Each group will be provided with answer sheet properly to indicate the group, this will be collected later from the leaders of different groups.
k) The researcher will introduce the activities covered by the lesson and remind student for the subject of the need for cooperative work in their respective groups.

l) To ensure role interdependence and individual accountability, each member in the group will be assigned a role, this include group leader, questioner and group leaders to read out the activities to their groups.

Activity 1: understand the fundamental human right

Explain the right to a citizen

Activity 2: Understand the right and duties of a citizen in Nigeria.

1.

2.

3.

4.

Activity 3: Human Right in Nigeria

Fundamental right violation

1.

2.

3.

4.

a. Through positive interdependence which allow sharing of information among members and face to face interaction which give students opportunity to interact with themselves share their knowledge as a team supports one another to learn, answer the above activities.

b. Researcher will go around to ensure that every group member contributes to his/her group and completed activities will be collected from different group leaders.

c. Research assistant will mark all the complete activities by different groups.

Evaluation: The teacher asks the following questions.

1. What are the limitation of fundamental human right in Nigeria?
2. List the Fundamental Human Right?

Conclusion: The teacher concludes the less on by summarizing the main point of the lesson.

APPENDIX F
SUMMARY OF RELIABILITY TEST

Reliability of BPT pilot study (The split-half test) scores

[DataSet0]

Correlations

		Test	Retest
Split-half test	The split-half test	1	0.84**
	Sig. (0.05)		.000
	N	40	40
	The split-half test	0.84**	1
	Sig. (0.05)	.000	
	N	40	40

**. Correlation is significant at the 0.05 level

APPENDIX G: NCE MINIMIUM STANDARD

FEDERAL REPUBLIC OF NIGERIA

NATIONAL COMMISSION FOR COLLEGES OF EDUCATION ABUJA

2012 Edition

TETF PROJECT, 2012

FEDERAL REPUBLICOF NIGERIA

NATIONALCOMMISSIONFORCOLLEGESOFEDUCATION

NIGERIACERTIFICATEINEDUCATION
MINIMUMSTANDARDS
FOR
ARTSANDSOCIALSCIENCES EDUCATION

2012EDITION

TETFPROJECT,2012

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FOREWORD

TheNationalCommissionforCollegesofEducation,NCCE,wasestablishedbyanActin1989asthethirdlegofthetripodofexcellenceinthesupervisionoftertiaryeducationinNigeria.Itsmandateincludes,interalia,the layingdownofMinimumStandardsforallprogrammesofteachereducation and accreditingtheircertificatesand other academicawards. Since itsinception,myMinistryhasbeenpursuingverydoggedlyandsupporting theCommission'sgoalsof **qualityassurance**.Weshallnotrelentinourmatch towardstherealizationofthesetgoalsofproducingqualityteachersforourrapidlyexpanding basiceducationsector.

Inresponsetothetransformationagendaofthepresent administrationandthewidespreadcriticismthattheexisting NCE programme is tunnelvisioned, the NCCEhas revisedand updatedtheexisting**NCEMinimumStandards**documents.Newprogrammeshavebeenaddedtoaddresstheexisting teacherneedsatthebasiceducationlevel.

Thenewprogrammesarenowmorefocusedtowardtheattainmentof**Educationfor All(EFA)** demandsand**the MillenniumDevelopmentGoals(MDGs)**.Inadditiontotheexistingtwo subjects'combinationinNCEprogramme,whichissuitedforthepreparationoftheB.Sc.(Ed)/B.A(Ed)degreeprogrammes,thenewMinimumStandardsdocumentisnowtargetedat producing specialistteachersfor:

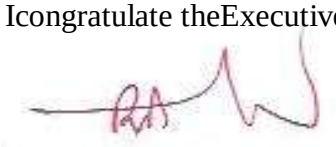
(i) Pre-PrimaryEducationorEarlyChildhood &CareEducation,(ii) PrimaryEducation,
(iii) JuniorSecondaryEducation,
(iv) AdultandNon-FormalEducation,
(v) SpecialNeedsEducation.

Thus,forthosewhoareaspiringtogofurther,thenewprogrammesaresuitedforB.Eddegrees. Thenewprogrammesarelevelspecific.Thissimplymeansthatwearebeginningtoprepare specialized teachersforeachofthefivelevelsofbasiceducation listed above.

Inview ofthe fundamentalchanges inteacher educationthat theabove new programmes represent, an **Implementation Framework** to guide NCE-awarding institutions has been produced to accompany the revised and expanded Minimum Standards documents. TheFrameworksetsstandardsforcurriculumpractice.Itprovidesthebackgroundthathasinformedthedevelopmentofthenew teachereducation programmesandalsogivespracticalguidelinesastowhatisexpectedto bedone byadministrators,teachersand studentsintheprocessof implementingthecurriculum.Itisbelievedthatthis,alongwith otherinnovativeideasthathave been wovenin,willensurethatthereisuniformityinpracticeacrossalltheNCE-awarding institutions.

IcommendtheeffortsofNCCEinitstimelyresponsetochallengesanditsbidtoraisethequalityofourpre-service teachers.

Icongratulate theExecutiveSecretaryandhisstafffforaccomplishing thisnationalassignment.



Prof.(Mrs.)RuqayyatuA.Rufa'I,OON **February, 2013**
HonourableMinisterofEducation
FederalRepublic ofNigeria

INTRODUCTION

In the last five years, the NCCE has been involved in a number of activities (including conferences, workshops,critiquingsessions,etc.)toaddressthediscrepancybetweenteachercertified qualificationsandthequalityoftheiron-the-jobperformance.Ithasbecome clearthata majorpartoftheproblem hasbeenanobserveddislocationoftheexisting NCEprogrammefromitsservicesector.

ThemandateoftheteachertrainingprogrammeattheNCElevel,whichistherecognizedminimumteachin gqualificationinNigeria,istoproducequalityteachersfortheBasic Education sub-sector.TheBasic Education sub-sectorencompassesthefollowingcategoriesofeducation:

(i) Pre-PrimaryEducationorEarlyChildhood &CareEducation,(ii) PrimaryEducation,
(iii) JuniorSecondaryEducation,
(iv) AdultandNon-FormalEducation,
(v) SpecialNeedsEducation.

Eachofthesecategoriesofeducationhasanapprovednationalcurriculumwhichisdistinctive andextensiveinadditiontothoseoftheSeniorSecondaryEducation(whichremaincontent specific).Thus,iftheNCEistoremainrelevanttothesub-sectoritisintendedtoserve,itmustdomore thanitispresentlydoing.Itmustprepareteacherswithknowledgeandskillsrequiredtoteacheffectivelyatt hedifferentlevelsandareasofthebasiceducationprogramme,withoutbeingobliviousofthe needsforhighereducationofthebeneficiaries.The newMinimumStandardsdocumentistheoutputofthethinkinginthisregard.

TheemergentMinimumStandardsdocuments,especiallythosefortheVocationalandTechnicaleducati onprogrammes,areaccompaniedwithCurriculumImplementationGuidelinestoassistinstitutionsande speciallytheeducators,in theimplementationofthenewideas.

WhilethedebatesonthefocusofthenewMinimumStandardsdocumentweregoingon,the Commissionwas alsoengagedinanumberofrelated activities.Aseparate groupwas engagedinthereviewof themethods of instruction. Another lookedat how to provide an enablingchild/learner friendlyenvironment for ourteachersand yet anotherreviewedthe minimumprofessionalstandardsforteachereducators.

Theminimumstandardsforteachereducatorsdefinetheminimumtheeducatorsshouldknow andbeabletodoaswellastheirexpectedminimumdispositionstowardstheirwork,iftheyaretoremain/pr ogressintheircareer.

Theneedtoreviewoursystemofevaluation toalignwiththenew thinkingwas alsorecognized.Therefore, a new instrument, **Quality Assurance Toolkit**, that would address institutional evaluation as well as the needs of educators in the performance of their tasks, has beendevelopedandcirculated.

TherevisedMinimumStandardsdocumenthastakencognizanceofthesedevelopmentsandhasthusbeen expandedtomeettheidentifiedneeds.Ithasalsotakentheadvantageofthereviewexercise to update the minimum contents, using those provided in the Basic EducationCurriculum. The documentretainsthe present2-subject combinations to allow for thepreparationofwould-

beteachersintheseniorsecondaryschoolandasentryqualificationintotheB.Sc.(Ed)/B.A(Ed)programmes.

Ascan be inferred, considerable hard work has gone into these various documents andparticularly, into the putting together of all these into the revised Minimum Standardsdocuments.

IwishtoacknowledgethecontributionsofourDevelopmentPartners.TheCOLandDFID,throughtheESSPINprogrammeprovidedtheinitialimpetus,technicalassistanceaswellasmaterialsthataidedthedevelopmentofthenew QualityAssuranceToolkit.TheCommonwealthofLearning(COL)alsoassistedtheCommission inmainstreamingtheprinciplesandmethodsof child-friendly schoolsinto theNCEcurriculumaswellasbuiltcapacitiesofteachereducatorsinICT.UNICEFmustbecommendedforitsassistanceinthedevelopmentofthecurriculumforEarlyChildhoodCare andEducation(ECCE).

IalsoacknowledgetheeffortsoftheAcademicProgrammesDepartmentoftheNCCE,whichcoordinatedthe various activitiesthatledtotheemergenceofthe revisedNCE MinimumStandardsdocumentsforCollegesofEducationandtheirsisterinstitutions.Inparticular,I commendallthosewhocontributedtotheplanning,writing,debatingandcritiquingofthedocuments.Ishould alsothank theFCE(T)Potiskumthatserved asaguineapig duringthetrial-testing stageoftheQualityAssurance/AccreditationInstrument.

Specialthanksarealsoduetothe Provostof FCEZaria wherethefinalreviewworkshopsforthenew MinimumStandardsforNCEand Pre-NCEprogrammeswereheld.

TheproductionofthesenewMinimumStandardsdocumentswouldnothavebeenpossiblewithouttheassistanceofTETfund.Thisintervention isverymuchappreciated.

Finally,IappreciatetheeffortsoftheFederalGovernmentofNigeriathroughtheHonourable Minister ofEducation,**Prof.(Mrs.)RuqayyatuA.Rufa'I,OON**forprovidingthemuch needed 'FederalMight'forthetransformationoftheeducationsector.

ItismyferventhopethatallteachertraininginstitutionsfortheBasicEducationsub-sectorwill availthemselves withtheopportunitiesofferedbythisrevised**NCEMinimumStandardsdocument.**Withtheprovisionofthisdocument,theNCCEwouldhenceforthbeguidedinits assignment,astheCommissiongoesroundtheCollegesofEducation toensurequalitydeliveryandaccreditationofourinstitutionsandprogrammes.

Prof.M.I.Junaid **February, 2013**
ExecutiveSecretary
NationalCommission forCollegesofEducation

ACKNOWLEDGMENTS

Thedevelopmentandpublicationofthis SpecialistNCEMinimumStandardsDocumentwould nothavebeen possiblewithoutthesupportandcontributionsofanumberofindividualsand organizations.Therestructuring process,whichentailsaseriesofactivitiesincludingexperts meeting,stakeholders'consultativeworkshopandcritiqueworkshopsweresupportedbyfunds providedbytheFederalGovernmentofNigeriainourregularcapitalprojects.TheDepartmentwouldlike toacknowledgetheimportanceofthissupport.

TheDepartmentwouldalsoliketoacknowledgethecontributionsofthenumerousresourcepersonswhop articipatedatthevariousstagesoftherestructuringprocess,andcommendthemforjobwelldone.Inthesa mevein,weacknowledgethesupportoftheProvostoftheColleges ofEducation whoeitherparticipatedpersonallyintheactivitiesthatculminatedintothiseditionoftheSpecialistNCEM inimumStandardsorsponsoredtheirstafftomakepresentationsandinputsduringthedevelopmentandcri tiqueexercises.

Finally,theDepartmentwouldliketoappreciatetheeffortsandsupportoftheManagementoftheCommis sionunderthe leadership of theExecutiveSecretary,Prof.M.I.Junaid whoprovideduswithacademicleadershipforrestructuringandexpandingNCEMinimumStandardsinli newithbasiceducationprogrammes.

Dr.A.Y.Abdulkareem **February, 2012**
Ag.Director
AcademicProgrammesDepartment

SOCIALSTUDIES(SOS)

SINGLEMAJOR

11.1 PHILOSOPHY

SocialStudiesisacoresubjectfromBasic1-9schoolsinNigeria. Thelargenumberof these institutions coupled with their ever-increasing enrolments have necessitated the productionofspeciallytrainedteacherswhoareequippedwiththeknowledgeandspecialskill sforimplementing the SocialStudiesprogrammeintheseschools.

Thefundamentalconcernofsocialstudiesiswithmanandhiscomplexrelationshipswith theworldaroundandbeyond.
ItisinthiscontextthattheNCESocialStudiescurriculumattemptstoinstilinthe students;the basicknowledge, desirablevalues,andskillsfor investigating,analysingandexplainingtheseinterrelationships.

Thesocialstudiesprogrammeistherefore designedwiththe objectiveofproducingteacherswho areboth professionally committed and academically competent in its philosophy, contentandmethodology.

11.2 OBJECTIVES

Theprogrammeisdesignedtoachievethefollowing:

i. Produceprofessionallyandacademicallycompetent NCE Social Studies teachersfortheJuniorSecondarySchools.
ii. Prepare teacherswhowill inculcate in their pupils rational adjustment to theirphysicalandsocial environmentthroughacquisitionof knowledge,attitudes,values,appreciationsandskillsnecessaryfordevelopingsocial andcivicresponsibilities.
iii. Producestudentswhoarecapableofbenefiting fromfurthereducationinsocialstudiesand otherrelatedareas.

11.3 ADMISSIONREQUIREMENTS

a)General

i) ASenior Secondary SchoolCertificate (SSC) or G.C.E >O'Level withpassesinfoursubjectsincludingEnglishLanguage,whichmustbeatcredit levelinthesamesittingorattwositting s.Twoofthecreditsmustbe relevanttothecoursethecandidatewishestooffer. CreditinEnglishand mathematicsarerequired.

ii) AGradeIITeacher'sCertificate(TC II) withcreditormeritinfoursubjects,twoofwhichmustberelevanttothecoursethecandidatewi shestooffer. Credit/meritinEnglishLanguageand/ormathematicsarerequired.

iii) For candidates wishing to offer courses in Vocational and Technical Education;theFederalCraftTrainingCertificate,RSAorCityandGuild IntermediateCertificatewithcredit/merit in at least four subjects, are acceptablequalifications.

iv) SuccessfulcandidatesinthePre-

NCEfinalexaminationswhoalsotakeandsucceedinaselectionexaminationorganisedbyan accreditedbodysuchasJAMB.

v) It should be noted that colleges should in additionto all ofthe above, administer theirowneliminationtestsand/orinterviews. Thisislegitimate.

ii) **Specific**

i. In addition to the General Admission Requirements for NCE programmes, candidatewithSSCwishingtoreadSocialStudiesmusthaveacreditpassinanytwo ofthefollowingsubjects:-

- SocialStudies
- History
- Geography
- Economics
- Government
- IslamicReligiousKnowledge
- ChristianReligiousKnowledge

Note:CandidateswithTCIImusthaveamerit/creditpassinSocial Studies.

11.4 FACILITIES

a) **Spaceandclassrooms**-Atleastthree(3)largeclassrooms. SocialStudiesWorkshopwithasittingcapacityforatleast50students.

b) **StaffOffices-**EachSeniorStaffshouldhaveacomfortablyfurnishedofficetohimself. Thereshouldalsobeanofficeforsupportstaff(Typists,Clerks)withrelevantequipmente.g. Typewriters,cyclostylingmachineetc.

c) **Booksinthelibrary**. Theremustbeenoughbookstocoverallthe areasofthesubjectintheratioofonestudenttoten books.

d) **Equipment**suchasprojectors,filmstrips;slides,videomachine;camera,TVset,worldGlobeandmaterialssuchasatlaseswallmaps,textbooksjournals,painting materials,newsprints,newspapersandcomputersetsshouldbeprovided.

e) **Specialneeds**-Functionalweatherstationsininstitutionswhere Geographyisnotoffered.

f) NERDC National CurriculumforJunior Secondary School Social Studies (40copies)

11.5 PERSONNEL

a) AcademicStaff

i) Eightlecturersorstaff-studentsratioof1:25(SingleMajor)

ii) Fifteenlecturersorstaffstudentratioof1:25 (DoubleMajor)

ii) Qualifications:

a) Secondclassupper(2.1)degreeand/orMasterorPh.DinSocialStudies Education

b) Secondclassupper(2.1)degree;MasterorPh.DinanyofthesocialSciencesand atleastNCE(SocialStudies)orPGDE.

iii) SupportStaff

a) TechnicalStaff [WorkshopAssistant(NCESocialStudiesqualification)]

b) DepartmentalSecretary

c) DepartmentalMessenger/Cleaner
d) ComputerOperators

11.6 MODEOFTEACHING

VariousmethodologicalapproachesshouldbeadoptedinteachingNCESocialStudies,with specialemphasisoninquiryandfieldtrip.

11.7 GRADUATIONREQUIREMENT

Distributionofminimumcreditsrequiredforgraduationfortheprogramme

A i)Educationcourses -30Credits
ii) General Studiescourses -18Credits
iii) TeachingPractice -6Credits
iv) SocialStudiescourses -32Credits
v)Secondteachingsubjectminimumof 32Credits
Total **118**

B. DoubleMajor

i)	Educationcourses	-	30Credits
ii)	General Studiescourses	-	18Credits
iii)	TeachingPractice	-	6Credits
iv)	SocialStudiescourses	-	64Credits
	Total		**118**

11.8 TEACHINGPRACTICE

EverystudentisrequiredtogoonTeachingPracticeandthecreditearnedrecordedinEDUC324.

11.9 PROJECT/CASESTUDIES

Everystudentisrequiredtowriteaproject/casestudyineitherSocialStudiesEducation or theotherteachingsubject,andthecreditearnedrecordedinEDUC323.

11.10 SUBJECTCOMBINATION

Socialstudiesasasinglemajorsubjectcouldbecombinedwithanyoneofthefollowing subjects:- IslamicStudies;ChristianReligiousStudies,Ecumenics,Hausa,Yoruba,Igbo andotherNigerianLanguages, English, Special Education, Culturaland Creative Arts,French andArabic.

11.11 COURSECONTENTS(SINGLEMAJOR)

COURSE	COURSETITLE	CREDITS	STATUS
	Year 1,FirstSemester		
SOS111	FoundationsofSocial Studies	2	C
SOS112	ManandHis SocialEnvironment	2	C
SOS113	ManandHisPhysicalEnvironment	2	C

	Year1,SecondSemester		
SOS121	IntroductiontoNERDCNational Curriculum forSocialStudies	2	C
SOS122	NigeriaasaNation	1	E
SOS123	OriginandNatureofMan	1	E

SOS124	ManandHisEconomicActivities	2	E
SOS125	ManandHisGovernment	2	C

	YearII,FirstSemester		
SOS211	NigerianPoliticalLife	2	C
SOS212	PracticumForNERDCNationalCurriculum	2	C
SOS213	SocialStudiesResearchMethodsandStatistics	2	C
SOS214	FieldTrip	3	C

	YearII,SecondSemester		
SOS221	IssuesandProblemsofNational DevelopmentandModernization	2	C
SOS222	CitizenshipEducation	2	C
SOS223	SocialServicesandSocial ChangeinNigeria	1	E
SOS224	LawRelatedEducation	1	E
SOS225	TransportationandCommunication	1	E

	YearIII,FirstSemester		
	TeachingPractice	6	C
	Project	3	C

	YearIII,SecondSemester		
SOS321	PopulationandFamilyLifeEducation	2	C
SOS322	NigeriaExternal Relations	2	C
SOS323	SocialInstitutions	1	E
SOS324	Globalization	1	E

Summary

YEAROFSTUDY	**COMPULSORY**	**ELECTIVE**	**TOTAL**
YearOne	12Credits	3Credits	15Credits
YearTwo	14Credits	3Credits	17Credits
YearThree	4Credits	2Credits	6Credits
Overall Total	**30Credits**	**8Credits**	**38Credits**

Minimumcreditsrequiredforgraduation

Compulsory - 30
Elective - 02
Total: - **32Credits**

Note: Studentsaretoregisterfortwo Electivesonly forgraduation.

SOCIALSTUDIES(DOUBLEMAJOR)

COURSE CODE	COURSETITLE	CREDITS	STATUS
	YearI,FirstSemester		
SOS111	FoundationsofSocial Studies	3	C
SOS112	ManandHis SocialEnvironment	3	C
SOS113	ManandHisPhysicalEnvironment	3	C
SOS114	DynamicofGroupBehaviour	3	C
	TOTAL	12	Units

	YearI,Second Semester		
SOS121	IntroductiontoNERDCNational Curriculum forSocialStudies	3	C
SOS122	Nigeriaasanation	3	C
SOS123	OriginandNatureofMan	3	C
SOS124	EnvironmentalStudies	2	C
SOS125	LawRelatedEducation	2	E
SOS126	TransportationandCommunication	2	E

	YearII,FirstSemester		
SOS211	NigerianPoliticalLife	3	C
SOS212	PracticumForNERDCNationalCurriculum	3	C
SOS213	SocialStudiesResearchMethodsandStatistics	3	C
SOS214	FieldTrip	3	C
SOS215	ManandhisEconomicActivities	3	C

	YearII,SecondSemester		
SOS221	IssuesandProblemsofNational DevelopmentandModernization	3	C
SOS222	CitizenshipEducation	2	C
SOS223	SocialServicesandSocial ChangeinNigeria	2	C
SOS224	ManandHisGovernment	3	C
SOS225	ContemporaryPublicIssues	2	C
	TOTAL		

	YearIII,FirstSemester		
	TeachingPractice	6	C
	Project	3	C

	YearIII,SecondSemester		
SOS321	PopulationandFamilyLifeEducation	3	C
SOS322	NigeriaExternal Relations	3	C
SOS323	SocialInstitutions	3	C
SOS324	Globalization	3	C

Summary

YEAROFSTUDY	COMPULSORY	ELECTIVE	TOTAL
YearOne	23Credits	4Credits	27Credits
YearTwo	27Credits		27Credits
YearThree	12Credits		12Credits
Overall Total	**62Credits**	**4Credits**	**66Credits**

Minimumcreditsrequiredforgraduation

CompulsoryCredits - 62
ElectiveCredits - 04
Total: - **64Credits**

Note: StudentsaretoregisterforOneElective.

11.12 COURSEDESCRIPTION(SINGLEMAJOR)

SOS111 FoundationsofSocialStudies (2Credits)C

ThiscourseisintendedtoexposestudentstothephilosophyandbasiccharacteristicsofsocialStudieseducation.Attheendofthecoursestudentsareexpectedtodemonstrateawareness andappreciation ofthenatureofsocialstudies

-Thedefinitionandscopeofsocial Studies

-Thephilosophical backgroundofsocialStudies

-a) InrelationtotheNational PolicyonEducation

b)Inrelationtotheoryof Inter-relationshipsinlearning

- Theconceptofintegrationin SocialStudies
- TherelationshipbetweenSocialStudies,theSocialSciencesandothersubjects
- AimsandobjectivesofSocialStudies
- The relationship between SocialStudies and Population, family Life, Drug andAIDSEducation.

SOS112 Manand HisSocialEnvironment (2Credits)C

Thisideaofmanasasocialbeingandwhyhelivesasgroupisthefocusofthiscourse.Attheendo fthe course,studentsare expectedto:

- Explainthebasicconceptsofmaninthesocialenvironment
- Definitionandtypes ofman'ssocialenvironment
- Whymanlivesingroups
- Family-types,structure,functionsandchangingroles
- Formsandproblemsofmarriage:customary,religiousandordinance
- Safeageformarriage,familyformation,childbearingand rearingpractices
- PrimaryandSecondarygroups-definitions,characteristicsandfunctions
- KinshipsystemsinAfrica
- Factorsthat promote livingtogether: love, customs, morality, Folkways, moresandlaws.
- WomeneducationFamilywelfare
- Genderroles

SOS113 Manand HisPhysicalEnvironment(1Credits)E

Thecourseisdesignedtoupliftthe knowledgeofstudentsonthephysicalenvironment, howitinfluencesandhowmanthroughhisnumerousactivitiesinfluencesthephysicalenvironment.Assuch,studentsareexpectedattheendofthecourseto:

a. Applytheknowledgeobtainedin carryingouttheirdailyactivities
b. Developtherightattitudestowardsissueofenvironmentalcontrolandmanagement
- Theconceptofphysicalenvironment:MineralsandRocks;Relieffeatures,soils; atmosphere,weatherandclimate;vegetation;waterbodies(ponds,streams,rivers, lakes,lagoons,seasandoceans). Theinfluenceofphysicalenvironmentonman's activitiesandvice-versa

SOS121 IntroductiontotheNERDCNational Curriculum ForSocialStudies (2Credits)C

The course introduces students to the NERDC National Curriculum of Social Studies for basic education 7 – 9. At theend of the course students should demonstratetheirabilitytodevelopaschemeofworkandlessonplanbasedontheNERDCcurriculumguide.

- An overview of NERDC Social Studies National Curriculum for Basic 7– 9.

Distinctionsamongcurriculum,syllabus,schemeofwork,unitplanandlessonplan;locating socialstudiessyllabuses;preparationof lessonplans inSocialStudies; distinction amongteaching methods, techniques and strategies; anoverview of SocialStudiesteachingmethods;anoverviewofinstructionalresourcesinSocialStudies;evaluation strategiesin Social Studies,Micro-teaching (meaning andapproaches).

***Note**: The focusof thiscourseshouldbeon NERDCNationalCurriculumforSocial StudiesforBasic7-9. Studentsshoulddevelopschemeofworkandlessonplan usingNERDCcurriculum asguide.*

SOS122 NigeriaasaNation (1Credit)E

The students are taken through the evolution of the Nigerian National and toappraise thecultural Diversitiesofournation.Attheendofthecourse,studentsshould be abletoappreciate and demonstrate the need for national unity andintegrationinNigeria.

- Theconceptofnation
- Nigeriaasageo-political entity
- EthnicgroupsinNigeria(number,characteristicsandlocation)
- PopulationofNigeria:size anddistribution
- Integration:Conceptandforms
- Effortsatnationalintegration(nationalsymbols,newcapitalcity,constitutions,NYSC,UnitySchools,Federal Highwaysetc).
- Problemsofnational integration

SOS123TheOriginandNatureofMan (1Credit)E

Thiscourseofdesignedtoexposedstudentstotheoriginandnatureofman.Attheendofthecoursetheyareexpectedtoappreciatetheuniquenessinter–dependenceanduniversityofman.

- Thevariousexplanationsoftheoriginofmannamely;religious,mythicaland scientific.
- Thebeginningofmanfrom Apestohomo-sapiens
- Harmonizing Forces (tool making, Language, Social Organization andManagementofMan'sProlongedChildhood).
- Theuniquenessofman
- Theinterdependenceofman
- RaceandRacism
- HumanityUniversality

SOS124 Manand HisEconomicActivities (2Credits)E

Thefocus ofthiscourseistointroduce thelearnerstothemajoreconomicactivitieswithintheNigerianstate.Attheendofthecourse,thelearnersshouldbeableknow thedynamicsofeconomicactivitiesandtodemonstratehowtheycancontributetheir quotatoastableeconomy

- Man'sbasiceconomicproblems;Scarcityandchoice
- Factorsofproduction
- Man'sreactionstosupplyand demandofgoodsandservices
- Productionsystems:primary,secondaryandtertiary
- SourcesofgovernmentrevenueinNigeria
- Economicproblems:Inflation,unemployment,povertyandpovertyalleviation programmes

SOS125 Manand HisGovernment (2Credits)C

Thiscourseintendstoexposethelearnerstotherudimentsofgovernanceinhumansociety.Attheendofthecourse,thelearnersshouldbeabletocomprehendtherelevanceofgovernmentinthesocietyandtheneedtoparticipate.

- Theconceptsand roleofgovernmentinsociety
- PowerandAuthority
- Traditionalformsofgovernment:family,clan,village,Town Empireetc
- Modern forms of government- democracy, autocracy, monarchy, and themilitary
- Organsofgovernment-executive,legislative,judiciaryandthepress
- Tiersofgovernment inNigeria-Local,StateandFederalemphasizingtheirstructureandfunctions.

SOS211 NigerianPoliticalLife(2Credits)C

Objective

Thiscourse aimsatexposingstudentstotheconceptsoftheNigerianpoliticallifeinrelationtothegeneralprovisionsoftheNigerianConstitution.Attheendofthecoursestudentsareexpectedtodemonstratetheirawarenessoftheruleoflawand howitrelatestopoliticalissues.

- NigerianPoliticalLife
- Theconceptsofnation,state andcountry
- Nationalistmovementsandpoliticalpartiesbeforeindependence
- Independence, theRepublicsandthepoliticalparties
- MilitaryRuleinNigeria
- Political Issues (Populationsize, power sharing/shift, revenueallocation, resourcecontroletc).
- Constitutions(meaning,purposesandtypes)
- Constitutional developmentsinNigeriasince1914
- Generalprovision of the current Nigerian constitution (Fundamental objectivesanddirectiveprinciplesofstatepolicy,citizenship,fundamental humanrights, Arms ofGovernment,FCT and General supplementaryprovision.

SOS212 Practicumfor National CurriculumForBasic7–9(2 credits)C

ThiscourseaimsatexposingstudentstoPracticalapplicationofNERDCNational CurriculumforSocialStudies.Attheendofthecoursestudentsshouldbeableto demonstrate methods and techniques necessary for the effective teaching andlearningofsocial studiesforbasic7– 9.Social studies.

- Methods and techniques necessary for the effective teaching of SocialStudies for Basic 7-9.Dramatic representation, discussion,

creative activities, simulation, problem solving, questioning, technique, conceptmapping etc.Emphasis shouldbemoreon practicalthantheory.

***Note**:Themodeofassessmentforthiscourseshouldbepracticalapplicationof NERDCcurriculumfor SocialStudiesBasic7-9todevelop:*

- SchemeofWork(Ingroup)
- Lessonplan(Individual)
- Micro-Teaching(Presentationoftwotopics)

SOS213 SocialStudiesResearchMethodsandStatistics (2 Credits)C

Thiscourseaimsandatexposingstudentstoprinciplesofresearchandstatisticalmethodsforeffectiveresearchworkinsocialstudies.

A. Research

- Conceptandcontent ofresearch: Types ofresearch Choiceofresearchtopic Purposes/objectivesofresearch
- Reviewofrelevantliterature
- Researchmethodology(ResearchDesign): Stating researchproblem Choiceofpopulation Sample andsamplingtechniques Hypothesising Datacollectiontechniques: Observation,interview and questionnaireetc. Organisations, presentation ofdataandstatisticalrepresentation.

B.

- Appendices
- Bibliographyand References

Statistic:Meaning,TypesandUses

- Descriptivestatistics:Measuresofcentraltendency Measuresofvariability
- Inferentialstatistics: Parametricandnon-parametric

SOS214 FieldTrip(2Credits)C

- Thecoursewillaffordthestudentstheopportunitytovisitbothfarandnear environmentintermsofeducativeinterestinSocialStudies. Studentswillbeoutforonetofourdaysofstudyingbothphysicalandsocialphenomenon,human activitiesin terms of housing, occupational practices, dressing,cultureetc.Studentswillbeabletowriteastudy-reportonundertakingfield exercise. Andbysodoingdevelopinlearnersskillsofdatacollection,e.g.interceding,docu

mentationandreporting.

SOS221 IssuesandProblemsofNationalDevelopmentandModernization (2Credits)C

The course is designed to expose students to basic concepts of National Development. At the end of the course, students will be able to appraise and problemsofNationalDevelopment.

- Natureandconceptsofnationaldevelopment
- Meaning, nature and relationshipbetweenmodernization andnational development
- Dimensions of national development (economic development, political development, socialdevelopment,legaldevelopment,educational development,technologyandhealthetc).
- Problemsofnationaldevelopment (poordatabase,corruption,poorplan implementation,externalmanipulationsandilliteracyetc).
- Factorsandprocessesofmodernization
- Aspectsofmodernization(population,urbanization,education,scienceand technology,socio-cultural political andeconomic).

SOS222CitizenshipEducation(2Credits)C

Thecourseintroducesstudentstosomeconceptsofcitizenshipeducation.Bytheendofthecourse,studentswilldemonstratepositivequalitiesofgoodcitizenship.

- Theconceptofsocialization
- Typesofsocialization(Primary,secondary,adult)
- Agentsofsocialization(Family,peergroup,school,mass media, church,mosque,etc)
- Processesofsocialization
- Politicalsocialization andmassmobilization(MAMSER,NOA, etc)
- Problemsofsocialization
- The role of Social Studies in the socialization and production of goodcitizens
- Theconceptsofcitizenandcitizenshipeducation
- Typesofcitizenship(singleanddual)
- CitizenshipacquisitioninNigeria(Bybirth,byregistrationandbynational naturalization)
- Renunciationanddenialofcitizenship
- Qualitiesanddutiesofagoodcitizen
- FundamentalHumanRights
- Lawfuldenialoffundamentalhumanrights
- Violationand protection ofHumanRights
- WaysinwhichhumanrightsareviolatedWaysofprotectingHumanRights

SOS223 SocialServicesinNigeriaandSocialChangeinNigeria (1 credit)E

Thiscoursefocusesontheinstitutionsthatprovidepublicutilitiesandthefactorsandprocessesofsocialchange.Attheendofthecoursethelearnershouldbeabletoappraisethestructure,functionsandproblemsof providingsocialservicesinNigeria.Similarly,thestudentsshouldbeabletomakecriticalexaminationofthefactorsand processesofsocialchangeinNigeria.

- Social administrationandsocialpoliciesdefined
- Educationalinstitutions:StructuresandfunctionsinNigeria
- Healthinstitutions:Structureandfunctions, NationalAIDS/STDControl ProgrammesinNigeria(NASCP).
- HousingPolicy
- Otherservicesandutilities:Fire,Prison,Postal,Oldagepension,Nigeria PoliceForce,WaterSupply, Electricity,Transport,Communication.
- Attitudetopublicutilities
- PopulationpressureonsocialservicesinNigeria
- Theconceptofchange
- Theoriesofchange
- Typesofchange
- Factorsandprocessesofchange
- ChangesinNigeriabeforeandafter1960indemographic,economic,socio-culturalandpolitical system.
- Changeanditseffectsontheindividualandthefamily inNigeria
-

SOS224 LawRelatedEducation (1Credit)E

- The course seeks to describe the element of laws, rules, regulationsordinances,edicts,decrees,normsandmovesasitaffectthemodern society.
-

Thiscoursealsolooksatthesourcesofthe Nigerialawforthepurposeofmakingthelearnerhaveaninsightintowhoisresponsibleforpromulgatingandexecutingthelawsofthesociety.

-

ThisisdonebyintroducingthelearnertotheconstitutionsoftheNigerian government,colonial heritage,traditionsandsharing. theprocessoflawmakinginNigeria litigations,criminalandcivilcases

–

Administrationofjustice;thefunctionofthepolice,courtsandlawandprisonsservices.

- Thecoursewillequallytakeacriticallookattheroleofthejudiciaryinthe implementation ofthelaw e.g. (The hierarchy of courts, personal and independence.
- Adetail studyof“YouandtheLaw”.

SOS225TransportandCommunication(1Credit)E

The course seeksto expose students tovarious means of transportation andcommunication.Attheendofthecourse,studentsshouldbeabletoappraisetheproblems andprospectsoftransportandcommunication.

- Thedifferencesbetweentransportation andcommunication
- TraditionalandmodernmeansofTransportation:Advantagesandproblems
- Traditional andModern meansof Communication: Advantages and problems(E-mail,fax,telex,radio,internet. Practicalapplication shouldbe demonstrated tostudents.
- Theroleoftransportationandcommunication onnationaldevelopment
- The massmedia-whatismass media,theirrole innationaldevelopment Problemsetc.

- Studentsshoulddevelopcasestudiesmaterialsonanymassmediaoftheirchoice(ItshouldformpartofstudentC.A).

SOS321 PopulationandFamilyLifeEducation (2Credits)C

Thecoursefocusesattentiononpopulationandfamilylifeeducation.Attheendofthecourse,studentsshouldbeabletodemonstratepositiveattitudestowardsfamilylife.

- Theconceptofpopulation
- Theconceptoffamilylife
- Thefamilylifeeducation
- Theobjectiveofpopulationeducation
- Theobjectiveoffamilylifeeducation
- Genderissuesandfamilylifeeducation
- Familysize andwelfare
- Therolesofmembersofthefamily
- Theresponsibilityofparenthood
- Populationdatai.e.censusandvitalregistration
- Population distributioninNigeriaandAfrica
- TherelationshipbetweenSocialStudiesandPopulation,FamilyLifeandAidsEducation.
- NationalPopulationPolicy(NPP)
- Population dynamics:growth,decline andstructureandtheirsocio-economic implication.
- MethodsofteachingPopulation/FamilylifeEducation

SOS322 Nigeria ExternalRelations (2Credits)C

ThecoursefocusesontheprinciplesofInternationalrelationsandNigeria'sforeignpolicy. Attheendofthecourse,studentsshouldbeabletoappraisetheroleof Nigeriaintheinternationalcommunity.

- TheconceptofInternalRelation
- Nigerianforeignpolicies(PrinciplesandPolicies)
- NigeriaandECOWAS(Formation,functioningandproblems)
- ManinInternationalCommunity
- WorldTension:C
- Nigeriainthe CommonWealth
- NigeriainOPEC
- Nigeriainthe UNO(contribution)benefitandproblems)
- NigeriainAfricaUnion

SOS323 Social Institutions(1Credit)E

Thecourseisdesignedtoexposestudentstobestructure,functionsandproblemsofdifferentsocialinstitutionsinNigeria. Attheendofthecourse,studentsshouldbeabletoprofferpossible solutionstotheproblemsaffectingsocialinstitutionsinNigeria.

- Theconceptofsocial institution
- Structureandfunctionsofdifferentsocialinstitutionssuchaslegalpolitical, economic,religious,educational,healthinstitutionsetc.inNigeria.
- ProblemsofsocialinstitutionsinNigeria

- ReligioninSociety
- ReligioninNigeria
- ReligionandMorality
- ReligionandPolitics
- ConflictandtoleranceinNigeria

SOS324 Globalization (1Credit)E

Thiscourseaimsatexposingstudentstotheconceptsofglobalizationinrelation totheimpactithasontheNigeriannation.Attheend ofthecourse, studentsareexpectedtodevelopawarenessandappreciation ofthechanges globalization hasbeontheNigeriansociety.

- TheconceptofGlobalization
- Historical antecedents (colonialism, Imperialism, Europeanization,Westernization,Americanization,etc).
- Whoisglobalizing,andwhatisbeingglobalized?
- Whoisglobalizing,andwhatcannotbeglobalized?
- ImpactofglobalizationontheSouth(i.e.DevelopingandUnderdeveloped countries,includingNigeria).
- What canNigeria globalize? How? (i.e. Nigeria and the globalizationprocess).

APPENDICE H: SUMMARY OF STATISTICAL ANALYSIS

```
T-TEST PAIRS=MOTIVATION.FIELD WITH MOTIVATION.LECTURE (PAIRED)
  /CRITERIA=CI(.9500)
  /MISSING=ANALYSIS.
```

T-Test

[DataSet1]

Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	MOTIVATION.FIELD	3.4848	199	.64466	.06479
	MOTIVATION.LECTURE	2.3131	126	.73743	.07411

Paired Samples Test

		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	MOTIVATION.FIELD - MOTIVATION.LECTURE	1.17172	.99016	.09951	.97423	1.36920	11.774	323	.000

```
DATASET ACTIVATE DataSet2.
T-TEST PAIRS=PERFORMANCE.FIELDTRIP WITH PERFORMANCE.LECTURE (PAIRED)
  /CRITERIA=CI(.9500)
  /MISSING=ANALYSIS.
```

T-Test

[DataSet2]

Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	PERFORMANCE.FIELDTRIP	41.8990	199	9.75778	.98069
	PERFORMANCE.LECTURE	21.3333	126	9.24497	.92915

Paired Samples Test

		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	PERFORMANCE.FIELDTRIP - PERFORMANCE.LECTURE	20.56566	11.43586	1.14935	14.28482	18.84650	14.413	323	.000

```
DATASET ACTIVATE DataSet3.
T-TEST PAIRS=RETENTION.FIELDTRIP WITH RETENTION.LECTURE (PAIRED)
  /CRITERIA=CI(.9500)
  /MISSING=ANALYSIS.
```

T-Test

```
[DataSet3]
```

Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	RETENTION.FIELDTRIP	40.8485	199	9.54085	.95889
	RETENTION.LECTURE	21.1111	126	7.08676	.71225

Paired Samples Test

		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	RETENTION.FIELDTRIP - RETENTION.LECTURE	19.73737	11.53750	1.15956	17.43626	22.03849	17.021	323	.000

```
DATASET ACTIVATE DataSet4.
T-TEST PAIRS=PERFORMANCE.PROJECT WITH PERFORMANCE.LECTURE (PAIRED)
  /CRITERIA=CI(.9500)
  /MISSING=ANALYSIS.
```

T-Test

[DataSet4]

Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	PERFORMANCE.PROJECT	41.3810	178	9.40626	.83798
	PERFORMANCE.LECTURE	22.3968	126	9.53988	.84988

Paired Samples Test

		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	PERFORMANCE.PROJECT - PERFORMANCE.LECTURE	18.98413	12.14511	1.08197	16.84277	21.12548	17.546	302	.000

```
DATASET ACTIVATE DataSet5.
T-TEST PAIRS=MOTIVATION.PROJECT WITH MOTIVATION.LECTURE (PAIRED)
  /CRITERIA=CI(.9500)
  /MISSING=ANALYSIS.
```

T-Test

[DataSet5]

Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	MOTIVATION.PROJECT	3.5079	178	.67819	.06042
	MOTIVATION.LECTURE	2.1508	126	.78044	.06953

Paired Samples Test

		Paired Differences					T	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	MOTIVATION.PROJECT - MOTIVATION.LECTURE	1.35714	.92489	.08240	1.19407	1.52021	16.471	125	.000

```
DATASET ACTIVATE DataSet6.
T-TEST PAIRS=RETENTION.PROJECT WITH RETENTION.LECTURE (PAIRED)
  /CRITERIA=CI(.9500)
  /MISSING=ANALYSIS.
```

T-Test

```
[DataSet6]
```

Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	RETENTION.PROJECT	39.2540	178	8.83533	.78711
	RETENTION.LECTURE	21.4603	126	7.12141	.63443

Paired Samples Test

		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	RETENTION.PROJECT - RETENTION.LECTURE	17.79365	10.21631	.91014	15.99237	19.59493	19.550	125	.000

```
DATASET ACTIVATE DataSet7.
T-TEST PAIRS=MOTIVATION.FIELDTRIP WITH MOTIVATION.PROJECT (PAIRED)
  /CRITERIA=CI(.9500)
  /MISSING=ANALYSIS.
```

T-Test

```
[DataSet7]
```

Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	MOTIVATION.FIELDTRIP	3.4848	199	.64466	.06479
	MOTIVATION.PROJECT	3.5058	178	.67144	.06748

Paired Samples Test

		Paired Differences					t	Df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	MOTIVATION.FIELDTRIP - MOTIVATION.PROJECT	-.09091	.91575	.09204	-.27355	.09173	-.988	275	.326

```
DATASET ACTIVATE DataSet8.
T-TEST PAIRS=PERFORMANCE.FIELDTRIP WITH PERFOEMANCE.PROJECT (PAIRED)
  /CRITERIA=CI(.9500)
  /MISSING=ANALYSIS.
```

T-Test

[DataSet8]

Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	PERFORMANCE.FIELDTRIP	41.8990	199	9.75778	.98069
	PERFOEMANCE.PROJECT	41.3885	178	9.54085	.95889

Paired Samples Test

		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	PERFORMANCE.FIELDTRIP - PERFOEMANCE.PROJECT	-.51949	14.20648	1.42780	-5.78293	-.11606	-2.066	375	.091

```
DATASET ACTIVATE DataSet10.
T-TEST PAIRS=RETENTION.FIELDTRIP WITH RETENTION.PROJECT (PAIRED)
  /CRITERIA=CI(.9500)
  /MISSING=ANALYSIS.
```

T-Test

[DataSet10]

Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	RETENTION.FIELDTRIP	40.8485	199	9.54085	.95889
	RETENTION.PROJECT	39.2555	178	8.65114	.86947

Paired Samples Test

		Paired Differences					t	Df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	RETENTION.FIELD TRIP - RETENTION.PROJECT	1.59303	12.71786	1.27819	-.23350	4.83956	1.802	375	.075