EFFECTS OF EDUCATIONAL FIELD TRIPS ON ACADEMIC PERFORMANCE OF JUNIOR SECONDARY SCHOOL SOCIAL STUDIES STUDENTS IN KADUNA STATE-NIGERIA

BY

Ja'afar Jamilu, SALIHU NCE (FCEZ, 2005) B.ED (ABU, 2010)
M.ED/EDUC/2820/2011–2012

DEPARTMENT OF ARTS AND SOCIAL SCIENCE EDUCATION,
FACULTY OF EDUCATION,
AHMADU BELLO UNIVERSITY, ZARIA-NIGERIA

April, 2015

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A THESIS SUBMITTED TO THE SCHOOL OF POSTGRADUATE STUDIES, AHMADU BELLO UNIVERSITY IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE AWARD OF MASTER DEGREE IN SOCIAL STUDIES EDUCATION

**DEPARTMENT OF ARTS AND SOCIAL SCIENCE EDUCATION,
FACULTY OF EDUCATION,
AHMADU BELLO UNIVERSITY, ZARIA-NIGERIA**

April, 2015

DECLARATION

I hereby declare that this thesis entitled "Effects of Educational Field Trips on Academic Performance of Junior Secondary School Social Studies Students in Kaduna State-Nigeria" has been carried out by me in Department of Arts and Social Science Education under the supervision of Dr. M.C Ubah and Dr. I.D Abubakar. The information derived from the literature has been duly acknowledged to the best of my knowledge in the text and a list of references provided. No part of this thesis was previously presented for another degree at any university.

....

Ja'afar Jamilu, SALIHU Date

CERTIFICATION

This thesis titled "Effects of Educational Field Trips on Academic Performance of Junior Secondary School Social Studies Students in Kaduna State-Nigeria" by Ja'afar Jamilu SALIHU meets the regulations governing the award of the degree of masters in Social Studies of Ahmadu Bello University and is approved for its contribution to knowledge and literary presentation.

....

Dr. M.C. Ubah Date

Chairman Supervisory Committee

....

Dr. I.D. Abubakar Date

Member Supervisory Committee

....

Prof. F.S.M. Koya Date

Head, Department of Arts and Social Science Education

....

Prof. A.Z. Hassan Date

Dean, School of Post-Graduate Studies

DEDICATION

This work is dedicated to the memory of my late father Mallam Salihu Abubakar and to; to my mother Hajiya Maryam Isah and my elder brother Alhaji Ja'afar Halid El-Yaqub for their support in making me who I'm today.

ACKNOWLEDGEMENT

All praises are due to Allah; the Lord of the worlds, The Opener of doors of success, The Coverer of faults, The Watchful, The Guardian, The Wise, The great Helper, The Source of peace: Who is free from all blemish and imperfection. May His blessings forever and ever be upon the best of creation- prophet Muhammad peace be upon him. I praise Him for granting me the life and good health and the means of sustenance in my entire life.

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Nevertheless, my gratitude goes to my mother, Hajiya Maryam Isah for her support in all ramifications for the upliftment of my life, may Almighty Allah reward you abundantly in the present life and in the life hereafter. Moreover, my heartfelt gratitude goes to Alhaji Ja'afar Halid El-Yaqub: a humble, Generous and enduring personality for his unrelenting support in my entire life from cradle stage to date. May Almighty Allah bestow more of His Mercies upon you and your family forever, Ameen. I also appreciate the support of my aunties Hajiya Zulaihat Yakub Bawa and Hajiya Zulaihat Sulaiman Jarmai.

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ABSTRACT

The study examined the Effects of educational field trip on academic performance of JSS social studies students in Kaduna state-Nigeria. The study used quasi-experimental research design and 120 JSSII students of the following schools were used as sample: Government junior secondary school Tudun-Jukun, Zaria, Government junior secondary school, Awai, Government junior secondary school, Aba and Government junior secondary school Muchiya, S/Gari were selected via purposive sampling technique. The study used Social Studies Achievement Test (SOSAT) as data collection instrument. The study answered three (3) research questions and tested three (3) hypotheses. The data analysis tools were percentage and frequency distribution table used in analysing and presenting the bio-data variables of the participants; mean and standard deviation used in answering the questions raised by the study and t-test independent sample which was used in testing the three null hypotheses postulated by the study. The study revealed that Significant differences existed between the mean academic performance of students taught using Educational Field trip (experimental) and those who were taught with lecture method (control) as their computed mean performances were 68.1833 and 39.3000 for all the experimental and control group students respectively. The study also discovered no significant difference between Male and Female Experimental group students in their mean academic performance; their calculated mean performances were 67.8333 and 68.5333 for all the male and female experimental students respectively. The study however found out that both urban and rural students' experimental group did not differ significantly in their academic performance when they were taught with educational field trip technique; their calculated mean performances were 67.9000 and 68.4667 for urban and rural Experimental group students respectively. In the light of the above findings, the study recommended that Social studies teachers in the study area should be encouraged to adopt the technique of educational field trip for their students for optimum academic performance; the need for Government of Kaduna state through ministry of education to provide all the needed funds for conducting regular educational field trip by students and teachers of social studies; the need for Wealthy Corporations and individuals to sponsor Educational Field trips in secondary schools in Zaria educational zone organised by social studies teachers and the need for adequate time to be allotted to social studies lessons in the study area aimed at encouraging teachers to organize field trip for students.

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ABBREVIATIONS

ABU:	Ahmadu Bello University
ANOVA:	Analysis of Variance
ASSP:	African Social Studies Programme
APE:	Association Propositional Evaluation
B.Ed:	Bachelor of Education
CESAC:	Comparative Educational Studies and Adaption Centre
CREDO:	Centre of Curriculum Renewal in Education Development Overseas
FME:	Federal Ministry of Education
JCC:	Joint Consultative Committee
JSS:	Junior Secondary School
NCE:	Nigerian Certificate in Education
NERDC:	Nigerian Educational Research and Development Council
NTI:	National Teachers Institute
NPE:	National policy on Education
PGDE:	Post Graduate Diploma in Education
SOSAT:	Social Studies Achievement Test
SOSCEAN:	Social Studies and Civic Educators Association of Nigeria
SOSAN:	Social Studies Association of Nigeria
USA:	United States of America
USSR:	Unite Soviet Socialist Republic
UBEC:	Universal Basic Education Commission

CHAPTER ONE
INTRODUCTION

1.1 Background to the Study

The purpose of education is to develop the knowledge, skill or character of students. Thus education is the process of learning and knowing, which is not restricted to schools or textbooks. Education is very important for an individual's life. Education is a major aspect of development of any modern society. The importance of education is evident at every stage of education whether at primary, Junior Secondary, Senior Secondary and in Higher education.

One type of informal learning experience, more commonly known as Educational field trip, is valued by many educators for its potency to increase interest and enhance the information that is being taught inside the classroom. There are many other reasons that formal educators can also use Educational field trip as a supplement to the curriculum. Educational Field trip has many purposes. It is a good way to create interest about a subject. It can be used to introduce a unit that is about to be covered in class, and is also used at the other end of a unit, as a follow up with the purpose of illustrating and reinforcing the lesson just learned. It can also provide a point of relevance by showing how the subject can be used in the real world. It is also utilized to enhance concepts and motivate students to want to learn more. All of these purposes have one thing in common; they are intended to increase the interest and understanding of the subject to the students.

Educational field trips, according to Shakil, Faizi and Hafeez (2011), is a progressive method of learning by which the student goes through the necessary learning

experiences under the leadership and guidance of the teacher. It is helpful in developing the complete personality of the students like their physical, mental, social and emotional development. Educational field trip gives students the opportunity to have first-hand experiences and to explore world. It helps students to interact with what they are learning.

Educational Field trip allows for actual tactile experiences, students are able to see it, manipulate it or participate in it physically. Usually field trip is organized at larger scale, therefore the students are divided into different groups and a leader is chosen among the groups. The other students have to abide by his instructions. It helps to develop the ability of obligation and leadership qualities in students. During educational field trip, students have to abide by rules and regulations and they have to do their work properly and systematically under the supervision of teacher or guide. This will help to establish discipline among students which is not only beneficial for their educational life as well as their practical life. The main purpose of the trip is usually observation for education, non-experimental research or to provide students with experiences outside their everyday activities. Field trips give students the enormous opportunities to make observations and observation is a big source to enhance mental development (Shakil, Faizi and Hafeez, 2011).

Educational field trip provides an opportunity for social training of the students because field trip is taken in large group and students' are included from different social backgrounds, it gives students a chance to get to know each other and interact in a more relaxed environment. These interactions teach them how to behave in

different settings. It will also help to control or show balanced emotions in different type of situations.

Educational field trips had a long history. Children from time immemorial have learned by being with their parents or placed in apprentice situations with employers for most of human history. In a sense, field trips was the norm, until the invention of formal education. In the ancient time before crest, the Greeks take their children to the different places where children participated in different activities to develop their physical fitness. The state name "Sparta" was famous for their physical training. The same is the case with "Athens" where children are trained physically very toughly. Buttressing the above statement, Aggarwal (2008) describes that over the years, educators and philosophers like Comenius (1592-1670), Rousseau (1782-1852), Pestalozzi (1746- 1827), Herbart (1746-1841), Froebel (1782-1852), Spencer (1820-1903), and Dewey (1859- 1952) have pointed out the need for reinforcing abstract learning with concrete experiences. In western countries "England" is a good example for training physically their children. Apart from England other European countries like France, Germany and Italy also organized educational field trips at every educational level. Further, Panneerselvam and Santhanam (2006) assert that there are various types of educational field trips which are conducted by the institution accordingly such as: Local trip, Community trip, Tour or Journey, Imaginary tour, inter-school visit and individual trip.

Educational Field trips has great potential to positively affect students' learning (Farmer, Knapp and Benton, 2007; Flexer and Borun, 1984; Lisowski and Disinger, 1991; Mackenzie and White, 1982) and students' attitudes towards their education

(Hannon and Randolph, 1999; Michie, 1998; Price and Hein, 1991; Wendling and Wuensch, 1985). Field trips provide real world settings in which students are challenged to apply knowledge learned in the classroom. Many students enjoy the less formal setting in which the learning takes place (Braund and Reiss, 2006; Falk, 1983; Flexer and Borun, 1984). As a result, these students may become more excited about their school subjects (Michie, 1998; Storsdieck, 2001). Though field trip itself tends to be short-term outing, the effects of this trip on students may continue for many months to years after the field trip (Farmer, Knapp and Benton, 2007; Mackenzie and White, 1982).

According to Youth learn initiative (n.d) educational field trip is a great way to bring excitement and adventure to learning. However, Shakil, Faizi and Hafeez (2011) describe that with the availability of learning materials on the internet some teachers and students may question why field trips are needed anymore. Field trip can be troublesome and difficult to organize and supervise. But it does provide learning opportunities that cannot be experienced in the classroom. It is a great way to communicate difficult information. Through educational field trip most of the concepts and phenomena may be easily clarified, understood and assimilated and with the help of this, good deal of energy and time of both the teachers and students can be saved. It is clear that going on a field trip is a wonderful way to extend a learning experience in such a way that the students not only understand the concept, but also understand how it connects to their world. Field trip is also vital for students to have a chance to view and explore historical places and different social institutions.

Moreover, field trip provides an opportunity for the students to visiting a new place, meeting new people and seeing and understanding the things. Educational field trip is very important because they are a way to bring the students closer together, they are very helpful for physical fitness of students, and they are also a source of entertainment. Educational field trip is very helpful to provide a future professional and vocational direction. It opens the eyes of students, not only with information but with ideas also. However, Aggarwal (2003) describes that educational field trip is also helpful for the teachers to clarify, establish, co-relate and coordinate accurate concepts, interpretations and appreciations and enable them to make learning more concrete, effective, interesting, inspirational, meaningful and vivid. Thus it can be said that educational field trip is helpful in completing the triangular process of learning that is motivation, clarification and stimulation.

Further, it will also help to control or show balanced emotions in different type of situations. Educational field trip provides entertainment for students; learning and fun make a great combination. Field trip is considering fun, but the students learn as well. Educational field trip help improves students cognitive and inquiry skills. They provide plenty of opportunities to the students to show their abilities which are usually kept hidden in their educational institution (Aggarwal, 2008).

Few educators would question the value of learning through experience, and research has indicated that field trip can be educationally effective from both a cognitive and affective standpoint (Falk, 1983; Koran, 1989; Tuckey, 1992; Marshdoyle 1982; Tofield 2003). Field trip may also allow students without a particularly strong interest in academics to experience success, and may promote favorable attitudes toward

learning in students (Ramey-Gassert, 1997; Price and Hein, 1991). A visit to a zoo or aquarium might be enough to spark what will become a lifelong passion for certain students. And, unlike learning in schools, which is often motivated by extrinsic factors such as grades, informal learning institutions like zoos and aquariums may present complex information in more interesting and diverse ways, thus motivating students to learn more through their own intrinsic motivation (Csikszentmihalyi and Hermanson, 1999). Many classroom teachers agree that experiential learning outside of the traditional classroom offers a valuable addition to the student's learning experience, even if the gains made by students are more affective than content-related (Marshdoyle, 1982; Melber, 2008).

As with any type of educational program component, field trip should be designed around specific educational objectives. A field trip should be designed so that participants can easily make connections between the focus of the field trip and the concepts they are learning in the rest of the educational program. Numerous research studies in social studies education have documented significant increases in participant factual knowledge and conceptual understanding after participation in well-planned field trip.

The use of educational field trip has long been a major part of the education programming for both youth and adults. However, due to funding limitations, time constraints, and increased liability concerns many education professionals balk at requests for field trip. In spite of these concerns, well-planned field trip can be a valuable tool in the extension agent educational toolbox. An educational field trip can be an integral part of the instructional program. Good field trips provide

participants with firsthand experience related to the topic or concept being discussed in the program. It provides unique opportunities for learning that are not available within the four walls of a classroom.

However, despite the aforementioned advantages of educational field trip towards effective teaching and learning social studies, very few teachers of social studies ever try to utilize it for the benefit of promoting students learning. This is worrisome especially in this 21st century where teaching and learning is undergoing massive restructuring, remodeling and revitalization to suit the current demands and also to stand the test of time. Based on the above, this study examined the effects of educational field trips on academic performance of Junior Secondary School Social Studies students in Kaduna state-Nigeria.

1.2 Statement of the Problem

The choice of effective, adequate and relevant teaching technique by a qualified social studies teacher putting into consideration the topic to be taught and the students' level and ability is the starting point and a foundation for attaining effective transaction and communication between teacher and students in social studies classroom. This is because the success or failure of social studies lessons depends on the choice and utilization of effective teaching technique by the social studies teacher.

The teachers of social studies are still accustomed to traditional methods of teaching especially the lecture and didactic techniques despite the availability of learner-centered and activity-based teaching techniques which encourage effective communications and transactions between teacher and the students. This has contributed to poor performances among students and their attitude towards social

studies as a subject. This inversely affected their performances in the subject especially at JSCE examinations and stifles their interest toward the subject.

One of the major causes of students' poor performance in Social Studies in Nigeria as reported by various studies conducted by social studies experts has to do with the instructional techniques used by social studies teachers, which are inadequate to bring about desired level of achievements and classroom participation in both male and female students. Some of the techniques used by social studies teachers are traditional presentation methods (lecture and didactic methods). These traditional and teacher-centered techniques of teaching social studies are characterized and largely criticized for stifling interest and creativity in students thereby limiting academic achievements among junior secondary school students.

Other studies also found that many Nigerian Social Studies teachers mostly used the Traditional Lecture Method which does not allow students inputs in the teaching and learning encounter and hardly encourages students to engage in practical and creative learning activities during the teaching and learning process. The problem of this study hinges on a determination of the extent to which field trips technique are used to achieved classroom effectiveness (Instructional effectiveness) among social studies students.

There is therefore the need to use innovative teaching techniques that center on the learners to see if there will be improvements in their academic performances in Social Studies. Sequel to the above, this study titled “Effects of Educational Field Trips on Academic Performance of Junior Secondary School Social Studies Students in Kaduna State-Nigeria” was aimed at finding the instructional effectiveness of

educational field trips technique as a contribution towards the development of knowledge and learning among students, in the study area Kaduna state and Nigeria at large.

1.3 Objectives of the study

The general objective of this research work was to examine the Effects of Educational Field Trips on Academic Performance of Junior Secondary School Social Studies Students in Kaduna State-Nigeria. To accomplish the aforementioned, the study's specific objectives were to:

i. Find out if there is difference between the academic performance of students taught Social Studies through Educational Field Trips and those who were taught by means of Lecture method;

ii. Determine if there is difference between the academic performance of Male and Female students who were taught Social Studies by means of Educational Field Trips;

iii. Find out if there is difference between the academic performance of Rural and Urban students who were taught Social Studies by means of Educational Field Trips.

1.4 Research Questions

The research work examined the “Effects of Educational Field Trips on Academic Performance of Junior Secondary School Social Studies Students in Kaduna state-Nigeria. The study answered the following questions:

i. Do differences exist between the academic performances of students taught Social Studies through Educational Field Trips and those who were taught

through Lecture method?

ii. To what extent do the academic performances of Male and Female students who were taught Social Studies by means of Educational Field Trip differ?

iii. Is there any difference between the academic performance of Rural and Urban students who were taught Social Studies through Educational Field Trips?

1.5 Research Hypotheses

From the research questions raised, the following hypotheses were stated and tested at 0.05 level of significance:

$H_{01:}$ There is no significant difference between the academic performances of students taught Social Studies by means of Educational Field Trips and those who were taught through Lecture method;

H_{02}: There is no significant difference between the academic performance of Male and Female students who were taught Social Studies by means of Educational Field Trips;

H_{03}: There is no significant difference between the academic performance of Rural and Urban students who were taught Social Studies by means of Educational Field Trip.

1.6 Significance of the Study

Nigeria considers education as an instrument par excellence, which it intends utilizing to attained development in all its ramifications. Social studies education is out to assist Nigeria in this direction by instilling moral values and decorum

among other things to its learners aimed at producing effective citizens-who are useful to themselves and their country at large. Therefore if the above statements are true, then effective utilization of teaching and learning methodologies, techniques and procedures are inevitable to make the vision and mission a reality. This will help in no small way in breading an informed and well-disciplined citizenry.

Based on the aforementioned, this study titled "Effects of Educational Field Trip on Academic Performance of Junior Secondary School Students in Zaria Education Zone, Kaduna State-Nigeria will be of great relevance to various stakeholders in the business of teaching and learning and the education industry at large. The study therefore aimed at making teaching and learning more of a learner-centred a transition from the past. This encourages originality, creativity and innovation which are sine-quanon to sustainable national growth and development. This is because no nation can rise above the quality of its education system. It is equally truth that no students/learners can rise above the quality of their teachers.

Further, the study will be of great significance to the education policy administrators. This is because their decisions affects all and sundry in the business of teaching and learning and education industry at large. The study's literature revealed some of the hitches militating against adequate utilization of learner-centred teaching approaches like educational field trip by the teachers for effective transaction and communication. This will assists the policy makers to identify the problems with a view to finding sustainable solution especially the

issue of funding and inadequate time allocated to social studies lesson in the school time table which many teachers hide behind to shun away from the exercise.

Moreover, the study reveals the impact and indispensability of educational field trip on students learning taxonomies, social skills development etc. in social studies lessons and beyond. This may encourage the school authority, and the teachers to strive towards its full utilization in order to maximize its benefits for effective transaction and communication between social studies teacher and the students for effective and desired outcome.

Nevertheless, the study in its literature identifies and discussed step by step procedures for organizing successful educational field trips to maximize its full benefits and goodies. The study also identified areas of caution for the teacher and the co-assistants in order to reduce the risks associated with the worthy course to the barest minimum.

The study will also serve as a contribution to knowledge and learning to all and sundry but most especially relevant to stakeholders in the teaching and learning and the education industry at large and social studies in specific. Furtherstill, researchers in the field of learners-centred approaches especially educational field trip as a whole and social studies in particular will find it reach in contents and facts which serves as a reference source and a point to build upon for future researches.

1.7 Scope of the Study

The study examined the effects of Educational Field Trips on Academic Performance of Junior Secondary School Social Studies Students in Kaduna State-Nigeria. The study covered JSSII students of social studies at Junior Secondary schools in Zaria Education Zone. The Zone cut across three (3) Local Government Areas; namely Zaria, Sabon-Gari and Soba. However, Natural Resources and Physical Environment extracted from the students' scheme of work were the topics covered with the students. The students answered questions based on the above topics being treated.

CHAPTER TWO
REVIEW OF RELATED LITERATURE

2.01 Introduction

This chapter is discussed under the following sub headings:

- Theoretical framework: Empiricism
- Concept of Social Studies Education
- Objectives of Social Studies Education at JSS
- Nature of Social Studies Education
- The Scope of Social Studies Education Programme
- The Historical Development of Social Studies Education in Nigeria
- Taxonomy of Educational Objectives
- Methods of Teaching Social Studies
- The Concept of Lecture Technique
- Concepts of Teaching and Learning
- The Concept of Educational Field Trips
- Learning in the Context of Educational Field Trips
- Logistics of Planning Educational Field Trips
- Stages for Conducting Educational Field Trips
- Review of related empirical studies
- Summary

2.02 Theoretical Framework

People have been trying to understand learning for over 2000 years. Learning theorists have carried out a debate on how people learn that began at least as far back as the Greek philosophers, Socrates (469 -399 B.C.), Plato (427 -- 347 B.C.), and Aristotle (384 - 322 B.C). The debates that have occurred through the ages reoccur today in a variety of viewpoints about the purposes of education and about how to encourage learning. To a substantial extent, the most effective strategies for learning depend on what kind of learning is desired and toward what ends.

The study utilized empiricism learning theory. This was because of its relevance and suitability to give the study a 'plank' on which to rest and always conform. The theory of empiricism is pioneered by Aristotle (384 -322 B.C.). Aristotle, the empiricist, used his senses to look for truth and knowledge in the world outside of him. From his empirical base Aristotle developed a scientific method of gathering data to study the world around him. Inquiry methods owe much of their genesis to the thinking of Aristotle and others who followed this line of thinking. Educational field trip is a teaching technique in the wider inquiry method of teaching.

However, Locke (1632 - 1704) revived Aristotle's empiricism with the concept that the child's mind is a blank tablet (tabula rasa) that gets shaped and formed by his/her own experiences. He believed the mind becomes what it experiences from the outside world. "Let us suppose the mind to be, as we say, white paper, void of all characters, without any ideas: How comes it to be furnished? Whence has it all the materials of reason and knowledge? From experience" (Hilgard and Bower, 1975). The mind gathers data through the senses and creates simple ideas from experience;

these simple ideas combine to develop complex ideas. However, Locke (1632 - 1704) believed that education should structure experiences for students. The idea that different disciplines provide qualitatively different mental experiences and means of training the mind undergirds the basis of the discipline-based liberal arts education. To buttress the point of view above is a popular quotation which says that "experience is the best teacher'. This stressed the indispensability of learning through direct experience by the students. This assists in the overall development of students; mentally, socially, emotionally and psychologically.

In a related development, Rousseau (1712 - 1778) was one of the first philosophers to suggest that education should be shaped to the child; He celebrated the concept of childhood and felt that children should be allowed to develop naturally. "The only habit which the child should be allowed to form is to contract no habit whatever." (Hilgard and Bower, 1975). In Rousseau's novel, *Emile* (Rousseau, 2000), the hero learns about life through his experiences in life. Complex ideas are built from simple ideas that are gathered from the world around him (Hilgard and Bower, 1975). The child-centered philosophies of Dewey, Montessori, Piaget and others follow in part from similar views.

Empiricism as a theory that give preferences to learning through senses and experiences form the basis for support to this study titled "Effects of Educational Field Trips on Academic Performance of Junior Secondary School Social Studies Students in Kaduna state. Social studies experts identified the relevance of educational field trips in promoting effective communication and transaction

between teacher and students. Research evidence in ASESP (1994) portray that individuals learn and remember:

10% of what they hear;

15% of what they see;

20% of what they hear and see;

40% of what they discuss with others;

80% of what they experience directly;

90% of what they attempt to teach others.

The National Council for the Social Studies (1994) advocates that students explore real world issues and utilize the tools and resources of social scientists. These tools and resources abound in our natural physical environment. Thus, educational field trip is an opportunity for students to interact with and use these resources as well as practice various social studies skills, such as asking questions, gathering data, and drawing conclusions. This partly informed the study's decision to take students on a trip to their immediate natural physical environment.

However, buttressing the above point of views, Aggarwal (2003) describes that educational field trip is also helpful for the teachers to clarify, establish, co-relate and coordinate accurate concepts, interpretations and appreciations and enable him to make learning more concrete, effective, interesting, inspirational, meaningful and vivid. Thus it can be said that educational field trip is helpful in completing the triangular process of learning that is; motivation, clarification and stimulation.

In order to become increasingly autonomous as learners, students need to be actively involved in their own learning. Experiential learning is a process by which students are actively engaged in authentic and relevant experiences that allow them to make their own discoveries and experiment with knowledge. Experiential learning is focused squarely on the students, and promotes research, experimentation, and problem solving. It is inquiry based and encourages students to reflect on their experiences, so as to develop new skills, attitudes, and ways of thinking that, in turn, can be reinvested in other learning experiences. Field-based experiences are but one of many activities that allow educators to apply the concept of experiential learning at all grade levels.

Therefore, based on the above point of views it can be seen that the place of educational field trip towards effective teaching and learning in social studies at junior secondary schools cannot be overemphasized. Empiricism as pioneered by Aristotle and other philosophers that followed his line of thought is strongly on the side of allowing learners to develop knowledge through their senses and experiences under the guidance of the teacher. This is the fashion and trend in this 21st century teaching and learning encounter especially in the field of social studies education.

2.03 Concept of Social Studies Education

Social studies is defined as the study of man in his entirety. It has also been defined as the study of man and his physical and social environment. It studies man as he relate with his physical and social environment and the outcome of such relationship. According to Kadiri (2004: 241) social studies is:

> "An integrated study of the social sciences and humanities to promote civic competence. Within the school programmes, social studies provides coordinate, systematic study drawing upon such disciplines as anthropology, economics, geography, history, law, political science, religion, etc. as well as appropriate content from the Humanities, mathematics and natural science. The purpose of social studies is to help young people the ability to make informed and reasoned decisions for the public good as citizens of a culturally diverse, democratic society in an interdependent world".

According to Ololobou (2010), social studies is "the integrated study of man as he battles for survival in the environment both physical and social. It promotes awareness, appreciation, and understanding of the reciprocal relationship between man and the environment. The essence of studying social studies is to make out of learners, persons who are responsive and responsible citizens".

According to Omooba, Obi and Olabode (2008), social studies "is a programme of study which a social studies teacher uses to instill in students the knowledge, skills, attitudes and actions it considers important concerning the relationships human beings have with one another, their world and themselves". According to Mezieobi, Fubara and Mezieobi (2008), social studies may be simply defined as an "integrative field of study which probes man's symbiotic relationships with his environments endows man with the reflective or contemplative capacities, intellectual, affective, 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."

According to Okonkwo (2000), social studies is "The study of man and his physical and social environments and of how man interacts with others". However to Onipe (2004), social studies is an integrated study that critically looks at man and his complex relationships within his socio-physical environments.

According to Ogundare (2000), 'Social studies is a study of problems of survival in an environment and how to find solutions to them. It is a multi-disciplinary study of topic, a problem, an issue, a concern or an aspiration'. Furthermore, according to Ololobou (2004), social studies is seen 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 purposes of producing an effective citizenry.

Similarly, Omooba, Obi and Olabode (2008) indicated that social studies is that aspect of learning which deals with how to get along with one's environment, physical as well as human, and to develop those skills, knowledge, attitudes and values that characterize a responsible citizens in a free society. Going by the above definitions, it is apparent that social studies education is a discipline or subject that focuses on solving the problems of man in the society.

2.04 Objectives of Social Studies for Post-Primary Schools

At the secondary school level, the objectives of social studies as stated in Dubey and Barth (1980) which include:

i. To make the student aware of the problems of his country and of the world in general, and to appreciate the interdependence between peoples.
ii. To create an awareness and understanding of the evolving social and physical environment, its natural, man-made, cultural and spiritual resources, together with the rational use and conservation of these resources for development.

iii. To develop in the student a positive attitude to citizenship and a desire in them to make a positive personal contribution to the creation of a United Nigeria.

iv. To develop a capacity to learn and to acquire skills essential to the formation of a satisfactory professional life, that is, pride in the job and sound judgment

v. To develop in the student an appreciation of his cultural heritage and a desire to preserve it.

2.05 The Nature of Social Studies Programme

Discussion about the nature of social studies education usually raises two vital impressions (Kadiri, 2004). Firstly, social studies is viewed as simplified social science. Secondly many have the feelings that it is a combination of social science and humanities. Social studies is far from these, it is part of today's thinking of evolving an integrated curriculum. This thinking is seriously reinforced by certain beliefs. Firstly, social, political, and economic problems are no respecters of geographical boundaries; secondly, at several times of our lives we make decisions not only for ourselves but for others; inadequate knowledge can impede sound, decision-making. Thirdly, the complexity of the world and rapid globalization, necessitate broad knowledge. Fourthly, democracy is gaining ground in Africa. Social studies education is necessary for the survival of democracy.

On the basis of the above and many others, social studies use concepts, facts and generalizations from the social sciences. Social studies tart where the social sciences end. Broad knowledge is needed for individuals to function well in a complex society. This

wholistic approach to curriculum organization in social studies makes it possible for vital issues such as population, environment, race, intolerance, drugs, family life, refugees, etc. to be accommodated.

The Nigerian society is rich in its diversity of people, cultures and traditional, physical environments and aspirations. One major task of social studies course is to attempt to understand this diversity, foster unity and promote desirable social attitudes such as self-discipline, social and moral responsibility. The relevance of social studies is primarily to help the individual to look into his society and to understand its problems for which he should help to provide solutions. Different societies have different problems; hence the conception of social studies for any given society must take into account the peculiarities of each society. Thus although there are various concepts of social studies, the conception of the course in the Nigerian society must be very closely tied to the changing needs, problems and challenges of our society as they occur over time (Federal Republic of Nigeria [FRN] 2006).

Social studies is an integrated study of man and the outcomes of his interactions with various environments. In other words social studies is different from the older and traditional school subjects, e.g. history, geography, economics, government, sociology, religious studies etc. its nature and content are based on its integrated concepts and methodology (FRN, 2006). The subject focuses on problems of man's survival in the process of his interactions with his environments.

In focusing on problems, it takes into consideration all conceivable factors and aspects of the problems are these historical, geographical, political, economical, sociological, religious, psychological, scientific and technological, etc. it thus

employs the systems analytical approach to the identification and the study of problems of man in his multi-faceted environment. Social studies education utilizes a horizontal and spiral approach for the analysis of societal problems.

Although social studies aims at imparting knowledge and providing valuable information necessary for life, its basic function is to help pupils to inculcate desirable social habits, attitudes and values, as well as useful skills of listening, reading, writing, calculating and problem-solving and those of other intellectual and manipulative nature, so much needed for the survival of the individual in the society. As an integrated subject, therefore social studies education is not the study of traditional subjects with many over-lapping areas. It is not just a mere amalgamation of these traditional subjects, in fact it is an integrated curriculum for wholesome education.

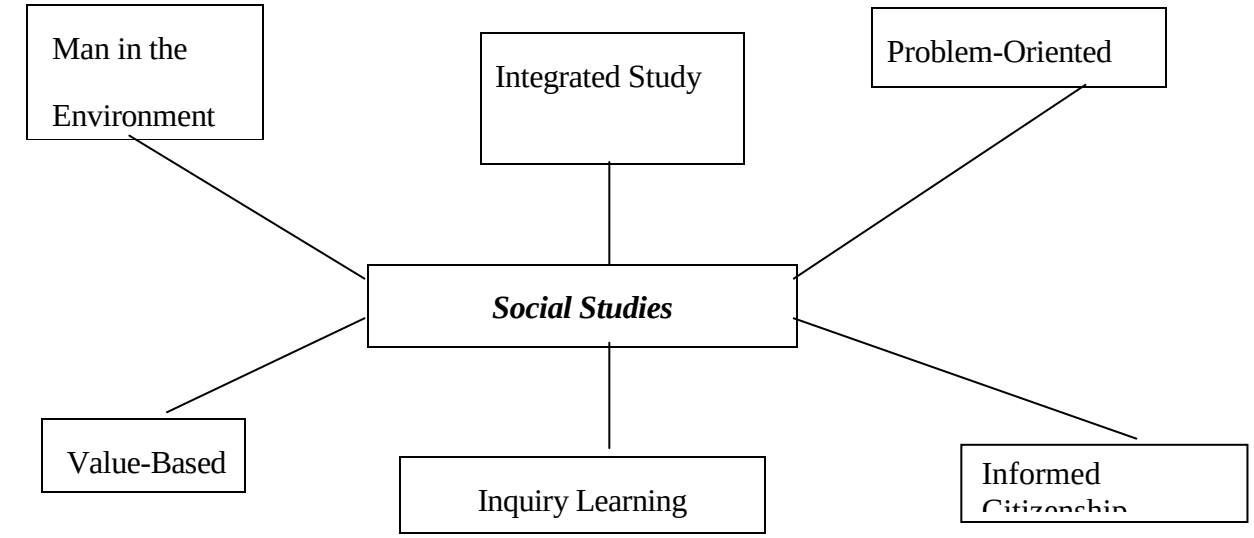
The nature of social studies refers to the essential features or characteristics which distinguish social studies from other subject areas. Some of the characteristics of social studies opined Ololobou (2010) include the following:

- It is a study of man as he interacts with the environment, Man is the central or core concern as he relate with the various aspects of the environment.
- It is integrated knowledge and information drawn from a wide variety of sources is used to study man comprehensively. Social studies therefore portrays the oneness and indivisibility of knowledge and the reality of man's interaction with the environment.
- Social studies is value-based. All three domains of learning cognitive, psychomotor and affective are emphasized. However, the affective 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.

- 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.
- Inquiry is the core of all teaching approaches in social studies. Learners are expected to go into the environment to investigate, collect, analyse data to make inferences and conclusions on social issues and phenomenon,
- Social studies is citizenship education. It is a study that exposes learners to the basic tenets of citizenship which emphasizes rights and obligation, human dignity and worth, dignity in labour, moral and spiritual principles in interpersonal relations to make them socially responsible citizens. Ololobou (2010) however represented the aforementioned diagrammatically below:

Fig: 2.5.1



Source: (Ololobou, 2010)

The National Council of the Social Studies (NCSS) noted that meaningful social studies programmes highlighted these features. Learners in social studies focus

themselves in understanding the world they live. They focus 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 connections between school learning and living in the real world. Learners are prepared through social studies for active, meaningful and challenging citizenship in a democracy like Nigeria.

2.06 Scope of Social Studies Education Programme

Some people wrongly accused social studies education as being 'jack of all trades'. This is because of its wide coverage and interdisciplinary nature. Thus, they use to refer the subject as a forest-because to them it has no entry and exit. The professional teacher of social studies has to accept and propagate the view that modern curriculum trends in the context of his subject area have been developed to solve the problem created by the traditional subject approach which has bedeviled curriculum programmes in our schools. In this new dispensation, social studies is aimed at incorporating integratively, knowledge and inspiration from many realms of learning. Indeed, any prospects for serious improvements in the pedagogy of modern social studies must be dictated by an understanding that knowledge from any one discipline is too limited to enable an individual to fully understand the immense complexity of human behaviour and to make reflective decisions on personal and public issues (Banks and Clegg, 1977) cited in Okam and Nedoso (2003). According to Okam and Nedoso (2003):

> "It has become a willy-nilly affair that many related subjects such as history, geography, economics, sociology, political science, anthropology etc need to feature in the social studies content and or programmes because concepts from these disciplines constitute the curriculum bedrock of the subject area. These

> subjects largely constitute the content for dealing with the central issues which social studies, as a discipline, cannot afford to dispense with and survive as a subject worthy of pursuit. Some of these vital issues, according to the Nigerian national Policy on Education (1981), include the following: "a shared responsibility for the common good of society", "a cultivation of a sense of compassion for the less fortunate": "a cherishing of a sense of respect and tolerance for others"; "a cultivation of social attitudes and values such as cooperation, participation, honesty, interdependence, open-mindedness, integrity, trustworthiness, diligence and obedience"; "an acquisition of dispositions and or attitudes favourable to social, cultural, physical and economic development"; "rationality"; "interaction amongst peoples"; "loyalty and patriotism"; "freedom and authority"; "value inquiry"; "value-analysis" and "critical thinking".

These, concepts and conceptual frameworks according to Okam and Nedoso (2003) "which derive from a large variety of subject disciplines, including the social sciences, do not only constitute the centre-piece of social studies education but also represent important curricular artifacts necessary for an effective establishment of learning and behavioural objectives for students and learners in the subject area".

In the light if the above, Okam and Nedoso (2003) stated that "it is expected that these concepts and conceptual frameworks are to function as differentiated focal points in terms of which not only the language and most of the subject-matter or content of the social studies are formulated but also in respect of which young learners are assisted to develop needed fundamental knowledge and positive attitudes which they would use in buttressing their own rational behaviour, as effective citizens sooner or later within the Nigerian political framework".

Any prospects for improvement in the classroom image of the social studies curriculum demands that the professional teacher of the subject must subscribe and conform to the instruction demands and curricular underpinnings of the subject area. Thus, this professional teacher must, of necessity, put up with the view that

the language of his subject area underscores a mastery of the skills associated with the expanded meanings and knowledge of the interconnections and interrelationships deriving from the aforementioned concepts and conceptual frameworks and many others. A possession of a sound knowledge of networks of relationships and interrelationships arising from these structures and many others which emanate from the social science disciplines implies that meaningful propositions, generalizations and even theories can be formulated and understood in social studies (Okam and Nedoso, 2003).

Therefore, based on the above, Okam and Nedoso (2003) state that, “because of its multi-disciplinary and interdisciplinary emphases, classroom work in the social studies must move towards a new synthesis in bringing the component parts of the curriculum into some coherent shape so that various kinds of disciplined thought and inquiry which bear upon the practical activity of education be brought to a new focus in order that new kinds of understandings be generated”. The broad nature of social studies enables it to cover a wider ground. Social studies, as already pointed out, investigates the totality of man's activities, generating understanding, developing needed skills and encouraging desirable attitudes (Kadiri, 2004).

Investigating man's activities involves the study of man in various contexts. Akinlaye (1980) stated that social studies does not only investigate the partial or the temporal angles of man as geography and history do, respectively, but it studies man from both perspectives. This view agrees with modern thinking about goals of education and specifically that of social studies education. Similarly,

Hanna (1974) suggested that the scope of social studies must be broad, and rich in concepts, facts and generalizations from the social sciences so that it does not only help to raise academically versatile individuals but also responsive and responsible citizens.

Based on the above, Okonkwo (2004) identified many areas which she referred to as the scope of social studies education programme. These are discussed below:

Cultural Heritage

The cultural heritages of a people are embodied in stories about their values, hopes and dreams, fears and dilemmas. The major responsibility of the school is to transmit the cultural heritage to the next generation. This is accomplished by putting students in touch with history-the people, ideals, artifacts and dilemmas of the past that need to be brought forward as a part of the present and future.

Every human society (and groups within large modern societies) has particular patterns of behaviour that make up its culture. A culture consists of languages, tools, important documents, customs, social institutions, beliefs, rituals, games, attitudes, utensils, clothing, ornaments, works of art, religion, and more. Within social groups, individuals learn accepted means of meeting their needs and coping with problems of living. These ways of perceiving, thinking, and behaving are part of their heritage.

Global Perspective

Every society struggles with the on-going conflict between the desire for independence and the realities interdependence. The world is becoming more crowded, more interconnected, and more volatile. There is the desire for peace but

the preparation for war continues. What happens in the most distant part of the world may quickly affect us. Students must, therefore, understand the worldwide dynamics of human, technological, and ideological positions or practices as culture is shared across the world. Inter-dependence demands that our perspective be global.

Political/Economic Issues

One of the desired attributes of a citizen of any country is the ability to function effectively within its political and economic systems. This means the ability to make personal and social decisions, often with little time and incomplete information; citizens need to become aware of their political and economic opportunities and obligations.

To a large extent, citizens still see their civic roles as public and their economic roles as private. We see all "civic" citizens as unequal because of their different standards of living. Within a given country, the citizen must understand the relationship between civic and economic justice and power, and work for the public good as well as the private good.

Tradition and Change

People, events, tools, institutions, attitude, values, and ideas all change over time. History records the struggles of people and groups who favour change and those who oppose change. The rate of change is uneven among and within different culture and societies but change is continuous and the rate of change in today's world is accelerating.

As the rate of change accelerates, we must place greater importance, than in the past, on anticipating the future. Important as change is to our lives, we must

recognize that human experience is continuous and interrelated. Continuity and traditions are facts of life and provide life and meanings, beauty, and truth. In some ways, "nothing new occurs under the sun". All persons, events, actions and change are the outcome of things that have gone before. Students should learn how change and continuity constantly influence their lives.

Social History

The need for equity and justice, and the large reservoir of historical and contemporary evidence of neglect demands that we include women, minorities, and the so called ordinary people in our study of the human family. Human values come to life through the stories of people who played many roles in the dream of history. For example, children can learn about courage from stories and teachers can use songs and poetry of the done-trodden to teach about justice. Social history encourages the study of the past through primary sources and personal accounts.

Spatial Relationships

The study of areal distribution, the examination of particular places, and the delineation of regions help students understand how earth space is organized. People use similar earth space or areas in different ways. They link or interconnect the different areas with transportation and communication routes. They move themselves, messages, and goods and services over the routes. The discipline most involved with spatial relationships is geography.

Geography is concerned with understanding the location and spatial arrangement of places and landscapes on the earth. Consequently, geography links

the social and natural sciences and provides the spatial perspective necessary for understanding culture and human behaviour.

Social Contracts

The fact that one is part of a society also requires that we enter into a social contract with our fellow citizens. This contract influences our public behaviour and defines our privileges and obligation as citizens. Social contracts are entered into not only by people as they approach the age of maturity, they are also a real and necessary part of the groups we call family, schools social clubs and other social organizations.

Technology

As humans modify nature for their purposes they engage in both sciences and engineering. Technology can also be understood as one of our "tools". We use these tools in utilitarian as well as aesthetic ways to bring comfort, meaning, enjoyment and damage to our lives. In many ways, we are extensions of our tools; we see, hear, travel, fight and stay alive because of tools (technology). Social studies education must help students understand the role of technology in their lives.

Peace/Interdependence

Today, one hears cries for peace in many languages and from many nations. The tree of peace has its roots in justice. If there are no roots, the tree dies. The two concepts of peace and justice are inseparable. Every society struggles with the conflicts between the desire for independence and the realities of interdependence. Modern

economic systems are based on the principle of specialization because it is more efficient and productive than other ways of getting work done.

Specialization occurs when we produce a narrow range of goods and services than we consume. Individuals, businesses, regions or nations, can practice specialization. Specialization results from the division of labour, where productive tasks are divided among workers to take advantage of a workers skill at a specific production operation.

Citizenship

Citizenship in a democracy involves both obligations and privileges. Students need to understand how government and politics actually work. They need to understand the underlying purposes and values of government in a free society. In social studies classes, students should have opportunities to develop the abilities required to be effective citizens in a democratic society. Students heed opportunities to learn and practice their roles, rights and responsibilities as citizens of a democracy and members of the global community.

The above themes present perspectives that provide students with the temporal, spatial, and cultural criteria necessary for comprehension and rational action. Emphasis on specific themes may vary through the grade levels. However, it is necessary that each theme is accorded some attention at each grade level.

2.06.1 Historical Development of Social Studies Education in Nigeria

Social Studies as an integrated discipline was not in existence during the colonial era in Nigeria (1840-1960). What was found in the primary and post primary schools in the country was the teaching of a kind of curriculum called "General

Knowledge" (Udoh, 1989). Of course, the Nigerian child was therefore being 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. 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 Nigeria's transition 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, 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 Aiyetoro 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. This was later assigned to the Department of Social Studies in Aiyetoro

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.

However, 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. However, 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) now Social Studies and Civic Educators Association of Nigeria (SOSCEAN) 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.

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 32 Course in Social Studies in ABU, Zaria and Nigeria Certificate in Education (NCE) programme in Advanced Teacher's College Sokoto was introduced in 1973. Further, 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.

However, 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. However, 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. The Joint Consultative Committee (JCC) also approved the Junior Secondary School Social Studies Syllabus (Udoh, 1989). 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. The skepticism on the nature, scope and philosophy of Social Studies has been over to some extent. It is now a compulsory subject in the first nine years of a Nigerian child's education courtesy of the new 9-year Basic Education Curriculum launched in 2007.

In a related development, there is an ongoing effort by stakeholders in the field of social studies education to pursue the review and full implementation of social studies education curriculum for senior secondary schools in Nigeria. The curriculum was developed some years back, but its implementation is yet to be realized, this will serve as a measure boost to the subject. However, the merger of Social Studies teachers association and that of Civic Education teachers association under one umbrella in 2012 as Social Studies and Civic Educators Association of Nigeria (SOSCEAN) is another good step in the right direction especially when it comes to pursuing common goals and promoting and protecting their interests; their voices will be louder and their words will have weight.

2.07 Taxonomy of Educational Objectives

This is a framework developed by Bloom (1956) for classifying statements of what we expect or intend students to learn as a result of instruction. Bloom saw the original Taxonomy as more than a measurement tool. He believed it could serve as a common language about learning goals to facilitate communication across persons, subject matter, and grade levels; basis for determining for a particular course or curriculum. It is a means for determining the congruence of educational objectives, activities, and assessments in a unit, course, or curriculum; and panorama of the range of educational possibilities against which the limited breadth and depth of any particular educational course or curriculum could be contrasted. The taxonomy of educational objectives classified objectives into three domains namely cognitive, psycho-motor and affective.

2.07.1 Cognitive Domain

Bloom (1956) provided the taxonomy of education objectives in the cognitive domain. The domain emphasizes the area of thinking or the intellectual aspects of learning. There are six well defined levels of learning in the domain arranged in hierarchical order from simple to complex. Learning increases in difficulty requiring simple recall of information to more complex-solving behaviour Ololobou (2010). According to Ndubisi (1981) the classification of objectives in ascending order of difficulty and complexity is done to aid the instructional process and help teachers to determine the level at which learners are operating in the instructional process.

The levels of cognitive domain as outlined by Bloom (1956) include:

i. Knowledge
ii. Comprehension
iii. Application
iv. Analysis
v. Synthesis
vi. Evaluation

These six levels have sub-divisions as follows:

Table 2.7.1: Sub Division of cognitive domain table

Level	Sub-divisions of Abilities
Knowledge	A. Knowledge of facts
	- Knowledge of terminology
	- Knowledge of specific facts
	B. Knowledge of ways and means of dealing with specific
	- Knowledge of conventions
	- Knowledge of trends and sequences
	- Knowledge of classification and categories
	- Knowledge of criteria
	- Knowledge of methodology
	C. Knowledge of universal and abstractions in the field
	- Knowledge of principles and generations
	- Knowledge of theories and structures
Comprehension	- Translation
	- Interpretation
	- Extrapolation
Application	
Analysis	- Analysis of elements
	- Analysis of relationships
	- Analysis of organizational principles
Synthesis	- Production of a unique communication
	- Production of a plan or proposed set of operations
	- Production of a set of abstract relations
Evaluation	- Judgment in terms of internal evidence
	- Judgment in terms of external criteria

Ololobou (2010:18)

From the sub-divisions behaviours expected from learners at the six levels have been summarized by Ololobou (2010) thus:

Knowledge: This means simple recall of information or materials learned. It involves .simple memory of specific facts to complete theories. The learner can define, identify, list, state, name, select, outline, reproduce or recite.

Comprehension: This involves a higher level of cognitive activity as the learner is able to show understanding by translating material from one form to another.

Thinking is being developed. Thus, the learner can explain, interprets, summarize discuss, describe, distinguish, differentiate.

Application: At this level, the learner is able to use learned materials in practical life situations different from that of the original material, it involves the transfer of learning. So the learner can modify, solve, demonstrate, use etc.

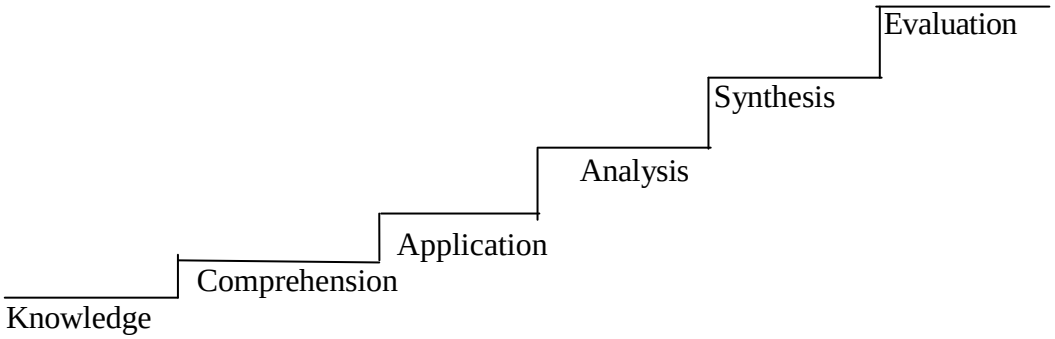
Analysis: This requires the ability to breakdown material into its constituent parts for better understanding and appreciation. The learner is able to examine different aspects of a material based on their essential features and characteristics. Thus, the learner can infer, differentiate, relate.

Synthesis: This involves the ability to build new material from different parts. The learner is able to put together different components of a material to form a new whole. This requires creative thinking, innovation and ingenuity. For instance, the learner can create, categorize, and elaborate.

Evaluation: This is considered the highest level. It requires the ability to assess or judge the value of a material based on internal and external criteria or guidelines which are relevant for the purpose. No room is made for sentiments to be exhibited. As such the learner can justify, critique, defend, appraise, compare and contrast, examine.

It is worthy of note that the behaviours exhibited at the higher levels required also those initially learned at the lower levels. It is comparable to a stair case which required the climber to go up but first getting on the lower case:

Fig: 2.7.2: Levels of cognitive learning (thinking)



Source: Ololobou, (2010)

The effective Social Studies programme according to Ololobou (2010) should enable students in the cognitive area to have a grasp of:

i. Major aspects of the social environment.

ii. Major aspects of the physical environment.

iii. The inter-dependence of peoples and nations.

iv. Way in which man has coped with his environment.

v. Ways in which man has governed and has been governed

vi. The social control function performed by groups.

vii. The reciprocal relationships between individuals and society.

viii. How man provides for his basic needs.

ix. Major developments in the growth of civilization.

x. The attributes that go to make up one's personality.

2.07.2 Psycho-Motor Domain

The psycho-motor domain of learning is concerned with skills, abilities and competences. A skill is the ability to become proficient in the performance of tasks. It is the working of the hands and other parts of the body as controlled by the brain

(Ololobou, 2010). The classification of objectives in this domain was provided by Harrow (1972) and Simpson (1972).

The classification done by Harrow (1972) includes:

i. Reflex movement
ii. Basic fundamental movement
iii. Perceptual abilities
iv. Physical abilities
v. Skilled movements
vi. Non-discursive communication

Reflex Movement: At this level learners involuntarily respond to external stimulus without conscious thought.

Basic Fundamental Movements: Involve different kinds of motor and manipulative movements involving use of the limbs and various parts of the body,

Perceptual abilities: Involve the use of varied senses of the learners to perceive and distinguish things, objects and situations to determine conditions and necessary courses of action.

Physical abilities: Involve learners developing and performing various degrees of physical skills requiring perseverance, flexibility and strength.

Skilled Movements: Require learners' to display a higher level of proficiency in the performance of physical tasks in making or creating things for instance writing and drawing.

Non discursive communication: This is the highest level in the domain and requires learners to be involved in expressive and interpretative movements. For

instance, they can decode messages and interpret messages or express feelings through bodily movements.

The classification developed by Simpson (1972) provided the following categories in the psycho-motor domains. They include:

Perception: Which involves being aware of stimulus like obtaining cues which guide motor activity through sensory stimulation, selection and translation.

Set: involves readiness to take mental, physical and emotional action.

Guided response: Entails the stage of learning a skill through imitation and trial and error.

Mechanism: Involves the learners' performance of various types of skills with some degree of confidence and proficiency.

Complex overt response: Involves skillful and accurate performance of motor skills with minimum energy yet exhibiting a high co-ordination of motor movements.

Adaptation: Is concerned with the learner's modification of movement patterns to meet problem situations.

Organization: This is the highest level of skill objectives and requires learners to create new movement patterns to fit a particular situation. It involves the use of initiative and creativity in the performance of skills or in generating new techniques in the performance of skills.

Several types of skills are expected to be developed in the learners of Social Studies Education. Dubey and Barth (1980) identified them as intellectual communication, study, group-work and manipulative skills. According Ololobou (2010), an

effective social studies programme should enable the students to acquire requisite and functional skills in:

i. Critical thinking
ii. Analyzing and resolving problems
iii. Locating and gathering information
iv. Organizing and evaluating information
v. Reading and listening for meaning
vi. Speaking and writing intelligently
vii. Interpreting maps, globes, charts and graphic materials.
viii. Using time concepts
ix. Participating in group activities

2.07.3 Affective Domain

This area of objectives concern values, feelings attitudes, beliefs, appreciation, social relations, interest, emotional adjustment, habits and lifestyle. This is a very important area of learning because social studies is largely an affective subject. Also, useful living in society is essentially character development. This domain has also been categorized into five hierarchical levels by Krathwohl, Bloom and Masia (1964). The levels include:

i. Receiving
ii. Responding
iii. Valuing
iv. Organization
v. Characterization by a value or value complex

Receiving: This level involve a simple attention to selected events. It is the willingness of the learner to attend to particular stimuli or being sensitive to the presence of a given condition, event, situation or problem.

Responding: This entails the active participation of the learner to the situation the learner had given attention to. Thus, it is not just a matter of paying attention but doing the specific action required in a given situation.

Valuing: At this level, the learner attaches worth or value to an object, behaviour or situation. It moves from simple accepting a value to a more complex level of showing commitment to a value. This process leads to internalization of a set of values which would ultimately manifest in the behaviour and attitudes expressed by the learner.

Organization: The essential characteristics of the learner operating at this level, is the bringing together of different values by assessing and prioritizing them. The learner is enabled to build a consistent value system so that he knows what behaviour characteristics to exhibit as demanded by various situations or occasions.

Characterization by a Value/Value Complex: This is the highest level of affective behaviour. The learner operating at this level is able to act consistently in relation to values, which characterizes his life. It is like having convictions or certain principles. These principles cause the learner to act in a pervasive consistent and predictable manner. The values so acquired reflect a given lifestyle. The behaviour is thus typical of the learner.

The teaching and attainment of affective objectives in social studies education programme should help students to:

i. Respect the dignity of the individual

ii. Believe in the equality of opportunity for all

iii. Uphold the law

iv. Work co-operatively for the good of all

v. Willingly assume his civic responsibility

vi. Have faith in the democratic process.

vii. Believe that man is capable of self-government.

viii. Believe that social problems are susceptible to rational analysis and solution.

This area of social studies objectives has not received the desired and deserved attention. Several social studies educators and researchers have over the years continually complained of the near total and complete neglect of the affective domain by social studies teachers. The dysfunctionality of social studies lessons have been attributed to the over emphasis and attention given to the attainment of cognitive objectives. Sadly, even in the cognitive area only the very low levels of knowledge and comprehension levels are taught. This is largely unacceptable because social studies education is concerned with the production of good and effective citizens. The argument put forth in some quarters that affective objectives are difficult to achieve because human behaviour is complex does not hold in social studies education. Any social studies lesson that does not plan and achieve some affective objectives according to Nwargwu (1981) is bankrupt and ineffective. The teaching and achievement of affective objectives help to reduce the complexity of the environment and give individual the readiness to know in

advance the actions to take in given situations. In fact, the teaching of cognitive objectives to the exclusion of attitudinal goals prevents improvement in the thinking processes of the learners.

2.08 Methods of Teaching Social Studies

In an attempt to provide a snapshot of what a method is, Lawal and Oyeleye (2004) gave a simple definition of method as "an orderly arrangement of activities and systematic procedure of doing things. It sets guidelines for the patterns of behaviour the teacher expects from the learners in class. Method is therefore a teacher's approach to instruction on facts, concepts and generalizations, that is, a systematic way in which teachers approach their teaching (National Open University of Nigeria {NOUN}, 2010). The method of teaching also describes how the teacher intends to proceed with the lesson. For instance, one teacher may intend to proceed by presenting information, while another, teaching the same lesson intends to proceed by providing situations which demand that the students must work on a problem.

However, NOUN (2010) categorizes methods of teaching as either direct or indirect. When it is direct, it involves the organization of the content in advance and the teacher is expected to have information about his or her students as prerequisites for the lesson. Here, students are told reasons why content is important, The indirect type of method of teaching involves situations that give the teacher the opportunity to decide what skills or knowledge are to be learned, with the students given some time to prepare how to work on their or in groups.

Closely related to this categorization made by NOUN (2010) is that one that had earlier been made by Muyanda-Mutebi and Yiga-Matovu (1994). They remarked that there are two main methods of teaching and these are transmission and problem-solving. They observed that if the teacher or the book mainly provides the class with what they have to learn, then the teacher is using transmission method. This implies that the teacher merely hands down or conveys the subject matter to the learners. In brief, it is an expository approach which involves the teacher in the domination of the instructional process and telling of students what they need to know. It encourages nothing but passive learning.

2.08.1 The Expository Method

The expository teaching method is one of the oldest traditional methods of teaching social studies. In the words of Mezieobi, Fubara and Mezieobi, (2008).

> "The expository teaching method also known as presentation method, transmission or class teaching method is an of teaching in which knowledge or information are presented, conveyed, imparted, or transferred to learners by the teacher who dominates the authoritarian teaching-learning process, talks as an autocrat, as a repository of knowledge, to passive listening students who unquestionably see the teacher's presentation as sacrosanct".

"The expectation of the teacher and the students is that the latter should be able on demand to regurgitate the rote-memory stored knowledge presented by the teacher" Mezieobi, Fubara and Mezieobi (2008). However, Dike (1989) and Ezegbe (1991) cited in Mezieobi, Fubara and Mezieobi (2008) attest to the fact "that most social studies teachers today in Nigeria employ the expository methods. This is true though but the focus of such teaching is on sheer dispensing of knowledge which is

not the emphasis of social studies as it relates to the expository method in modern social studies classrooms.

The expository method opined Mezieobi, Fubara and Mezieobi, (2008) in a social studies classroom manned by a professional social studies teacher, committed to his job task, does not entail an authoritarian classroom where learning is teacher centred and the learners are subject to robot status in their passivity. Expository method according to Mezieobi, Fubara and Mezieobi, (2008) in the context of social studies teaching interactive process connotes:

i. A two-way knowledge or information sharing between the teacher and the students or among the students in a reasonably democratized collaborative learning atmosphere in which the learner is actively participating. The expository method in the teaching "of social studies is not something teachers attempt to force children (students) to learn..."

ii. The teacher or the learners could be the source of knowledge stimulation.

iii. Knowledge facts or information learned are not just for mere knowledge acquisition sake, they are for critical reflective thinking geared towards problem resolution. They observed that "Facts are not important in and of themselves. What makes them important is their relationship to (a) problem..." in terms of total elimination or amelioration.

2.08.2 Inquiry Method

The concept of inquiry has been defined in different ways. According to Dubey and Barth (1980) in Mezieobi, Fubara and Mezieobi, (2008) inquiry is perceived as reflective thinking, analysis, critical thinking, inductive thinking and problem solving. Also,

Fabusuyi (1981) cited in Mezieobi, Fubara and Mezieobi, (2008) defined inquiry method as a process of gaining and verifying knowledge. He added that inquiry method is an approach to learning in which the learner is the active agent in discovering concept generalization and ideas.

In a related development, Mezieobi, Fubara and Mezieobi(2008) defined inquiry "as an activity-oriented, thought-provoking method in which students, out of curiosity and on their own, or under the guidance of the teacher, probe, investigate, interpret relevant issues and problems with a view to providing solution through reflective thinking and rational decision-making which this method develops in the inquirer". Further, Aina, Adedoyin, Obilo and Ahamdu (1982) in Mezieobi, Fubara and Mezieobi, (2008) defined inquiry as a technique in which the students find answers to questions, problems or riddles raised during the learning processes. It involves probing, finding out, investigation, analyzing, synthesizing, discovering, evaluating, questioning and thinking. They further stated that, for students to be meaningfully engaged in the inquiry, there is need for the teacher to practically involve them from the planning stage to the evaluative stage. This can be done by the students and the teacher by locating and gathering information from many sources like reading materials, audio materials, specimens and community resources (Mezieobi, Fubara and Mezieobi, 2008).

Further, Mezieobi, Fubara and Mezieobi (2008) asserted that the inquiry method "involves the scientific approach of identifying problems, formulating hypothesis, collecting relevant data to authenticate the data, drawing conclusions even if tentatively and developing generalizations". In the utilization of the inquiry

method, the teacher or student may introduce a problem which may be difficult, controversial and investigation-oriented. In order to guide inquiry through a clear definition of the problem, students are made to ask a number of questions related to the identified problem. Alternatively, the teacher should pose questions that would elicit answer or statements from the students and guide the inquiry.

As is evident from this method, rather than the teacher becoming the knowledge encyclopedia or the giver of knowledge to the students, as is characteristic of the conventional expository method, the students, particularly in a free-ranging inquiry, which is usually student initiated, strike out on their own, individually or in group, to seek solution to problems while the social studies teacher merely functions as "a facilitator of dispenser of knowledge" (Gleeson and Whitty, 1976) in Mezieobi, Fubara and Mezieobi, (2008). It is through exposing students to the more of less independent activities which the inquiry method entails that the students develop the intellectual skills essential for problem solving.

The role of the social studies teacher in an inquiry-oriented lesson is minimal. The teacher, in an inquiry lesson, does not properly fit into the traditional lesson plan format. Instructional materials, for instance, play very little, if any roles in the inquiry method, A teacher involved in an inquiry lesson should be aware of the higher level questions demanded by inquiry which usually begin with why, how and show that some 'what' questions may be thought-provoking (Mezieobi, Fubara and Mezieobi, 2008).

Emphasizing the importance of the use of inquiry method of teaching, Ehman (1974) noted that the method is more appropriate for the goals of social studies instruction than any other method. According to him the method inquiry aims at preparing independent learners who can adjust their attitudes and beliefs and can easily assess new knowledge throughout their life time.

However, Jacob (1999) identified the following advantages arising from the use of inquiry method as:

i. It encourages the students on how to think and work for themselves.
ii. It encourages the internalization of desirable attitudes, values, skills and knowledge by the students based on the various experiences encounter in the learning processes.
iii. It enhances independence and self-confidence in learners,
iv. Where work is given in group to the learners, interdependence, social relation and co-operation are enhanced.
v. It encourages students' understanding of the processes, concepts and relationships existing among human beings.

Further still, Jacob (1999) stated that where it is not properly planned, inquiry has the following disadvantages:

i. Where issue to be investigated are too simple or too difficult for the learners, nothing will be learnt by them
ii. Where field trips are involved, a lot of resources might be involved and if it is not adequate the investigation might be abandoned.

2.08.3 Problem Solving Method

Social studies is problem solving oriented hence the name of this method. While some scholars such as Ikwumelu (1988). Nacino-Brown (1982) and Adedoyin (1982) in Mezieobi, Fubara and Mezieobi, (2008) see problem-solving method and the inquiry method as synonyms. (Ezegbe, 1987) distinguishes between the problem-solving method and the inquiry method. According to him, while problem-solving is utilized more often than not in the solution of problems involving planning, organization and management, the inquiry method is generally used in the solution of problems which need investigation, research and interviews (Mezieobi, Fubara and Mezieobi, 2008).

Problem-solving method, assert Mezieobi, Fubara and Mezieobi (2008), is a teaching-learning method in which students, either individually or in a group activity, attempt knowledge, understands hitherto difficult concepts, generalizations, principles or provides answers to problems suited to the attainment of instructional objectives, with minimal guidance from the teacher.

This method involves students selecting problems related to the instructional objectives, the students asking questions, collecting, analyzing and interpreting the data that would help them solve the problem or achieve the instructional objective as well as apply their findings or generalizations to novel situations. This heuristic method of instruction detracts from the conventional lesson plan format if it must be used to enable the learner develop the scientific and critical attitude towards phenomena in his environments. In the problem-solving method, the pupils or students actively participate in the learning experiences. In the process of finding solutions to

problems, the students, who learn through their mistakes or successes, become creative and develop reflective or critical thinking (Mezieobi, Fubara and Mezieobi, 2008).

Teaching by the problem-solving method entails that students should select problem that are relevant to their needs, the object of study and the priority or pressing needs of the society, to reflect the changing times and needs. Further, Mezieobi, Fubara and Mezieobi (2008) stressed that in the problem-solving method:

- The teacher may introduce and clarify the problem in which case the teacher presents problematic situations, or he (the social studies teacher) could introduce a discussion that would lead the students into identifying the problems.
- Students are then left on their own to provide tentative suggestions or solutions to the problems through their working individually, in pairs or in groups.
- The students collect data (or information) and analyze the data in the light of the expected results.
- With the actual results, conclusion and generalizations may be reached. The initial problem may be completely solved or partially solved in which case further data would be sought to ensure that problems are remedied or considerably reduced.

In the utilization of the problem-solving teaching-learning method, the student is actively and directly involved in defining his own learning task, setting his goals, collecting, rearranging and evaluating the necessary data to help him solve the problem

(Okon and Ibanga, 1982). Lesson plan, in the strictest sense of the concept, does not appropriately fit the problem-solving method arrangement.

2.08.4 Simulation method

Simulation game is a type of "contrived experience" (Dale, 1969) which schools must expose students to in the absence of concrete learning experience before abstract concepts can be internalized. Simulation method is a game like activity or situation in which more or less accurate aspects or real life situation is replicated or recreated. Many authorities have stressed the importance of simulation games in stimulating interest and attending human experiences,

However, buttressing the importance of simulation method, Ogunsanya (1984) defined simulation game as a creation model of real world in which participants assume different roles and makes decisions about issues raised as well as difficulties encountered. The purpose of simulation games is to help students to deal with reality through simulated situations, hence the emphasis of simulation games is not on winning the simulation game, and each player acts out a portion of environment and interacts with other players. The rules of the game establish each role thereby simulating a social system. The players may compete in teams or individually and the game may last one or several sessions. Through this method, the student participants are given the opportunities for exploration, experimentation and decision making, all aimed at making the learners sound and effective citizens. An example of such games is the snake and ladder. A classroom teacher may equally design one too.

According to Abdullahi (1997), simulation games are model of real specific roles. In this type of play students makes decisions by themselves in trying to solve problems according to conditions. It has specific objectives designed to be achieved by the student. However, Abdullahi (1997) further opined -that simulations are interactive avoiding the monotony associated with the normal classroom work; they encourage play which is a natural component of children's learning. Since they normally contain more than one player, they are described as mini social system, for this reason, they can be regarded as important part of socialization of children.

In a related development, Ololobou (2010) noted that simulated games are contest, based on skill or chance. They are social activities played by two or more learners in a competitive spirit to acquire valuable knowledge skills and attitudes. They carry various features of games. For example, guiding rules and regulations in-built conflict resolution processes a wining criterion, a system or reward and punishment to reward and discourage negative behaviour respectively. Furtherstill, Davies (1980) explained that simulation games provides opportunities for students to analyses problem make decisions, manage real life situations, control projects and experiences the consequences of their actions. They are designed to help students to learn and achieve specific objectives actively rather than passively.

In the same vein, Maduewesi (1990) stated that simulation is either making pretence or reproducing a situation or events representing real life situation when teaching a concept. It is a fictitious yet realistic model or representation of the real world in which students can deal with significant social and historical situation. Simulation

experiences are learning experiences and must be so considered in every aspect that is preparation, presentation and evaluation. The teacher should be no more than a guide, a coordinator, and a moderator in simulation experiences.

Furthermore, National Teachers Institute {NTI} (2000) asserts that simulation games methods are interesting and rewarding methods which have been developed for instructional process in recent times. They are dynamic and lively ways in which thought provoking ideas and problems of life can be presented. They are most relevant in presenting social issues of life in the social studies instructional process. Simulations can therefore be described as real life situation. Students/pupils can take part in or look at simulation and learn about real life situations from them. They are different from roles playing in which learners are assigned roles to act. When learner takes part in simulations they learn how these operate.

They act out the same role playing in which learners are assigned roles to act. When learners take part in stimulations they learn how these operate. They act out the same roles and make the same kinds of decisions as are made in real life. One can simulate any social activity in the classroom with any age group of learners such buying and selling property, operating a bank or post office among many others. One can re-enact a historical event like the hosting of the independence flag crowning an Oba, Obi or Turbaning an emir in which more or less accurate aspects of real life situation prominently featured the elements of the real phenomena in the class. They further explained that simulation is teaching method and, therefore, a part and parcel of an effective social studies curriculum. Simulation should be viewed more as an educative experience or a way of learning than as a game

played for mere entrainment. If it is entertainment oriented, though not, it is a waste of the much needed school time.

An ingenious social studies teacher can devise simulation games built around definite problem situations in outside the classroom and the local community. Teacher made simulation games easier in terms of time saved in hunting for games more that are appropriate to instructional objectives, and more interesting as it is adapted to suit the need and interests of the students.

Simulation methods are of three types: historical simulation, simulation activities and simulation games. Historical simulation deals with historical events. Such may include the crowing coronation or turbaning of traditional ruler or the raising of the Nigerian Flag in the morning of Nigeria's Independence Day (National Teachers Institute, 2000). According to National Teachers Institute, (2000), simulation activities are practical exercises in which pupils role-play or act out what actually happens in particular organization or social occasion. For example, pupils can model the operation of a bank, a hospital, mock United Nations or an A.U. Assembly. According to National Teachers Institute, (2000), simulation games or otherwise called educational games refers to board games which are sold in the market or those different types of games prepared by teachers for classroom use. These games are usually based on the socio-economic, political or other aspects of life of the community. A simulation game might be a high level exercise carried out by pupils such as the use of toys. Examples of simulation games include, monopoly, Ludo, Snake and Ladder, Ayo or even Jigsaws. The

purpose of educational games is not for winning but for developing the spirit of the game that is the spirit of tolerance, planning, and give and take.

2.08.5 Discussion Method

Another method of teaching that lends itself to effective social studies teaching and learning is the discussion method. Discussion is as an organized, pre-determined procedure of teaching, and not as part or element of another method (Nacino-Brown, 1982) cited in Mezieobi, Fubara and Mezieobi, (2008) that surfaces in the course of the utilization of other teaching methods. Discussion is a consensus learning strategy in which participants put heads together and contribute worthwhile ideas or personal views that aid them arrive at a conclusion on the topic of discussion.

In a discussion setting, the teacher should be an integral part of the discussion group placing him somewhere in the discussion circle in such a way that the conventional teacher-standing in-front of the class and the students-facing-the-teaching arrangement is erased. The picture of the discussion group is that of equals where a visitor would not at first sight identify who the teacher is (Mezieobi, Fubara and Mezieobi, 2008). The physical setting of the discussion would be such that each of the discussants would easily see each other's face as the discussion progresses. Sitting in a circle would be the most appropriate arrangement provided the number of students in the class is manageable. But where there is an explosion of students' population in the classroom, such that the circle sitting arrangement becomes inoperative due to lack of space, the teacher should organize the students into manageable discussion groups.

In a discussion in which only the teacher is versed or knowledgeable in discussion skills, the teacher leads the discussion. But where some members of the discussion group have developed discussion skills like the teacher through participation in previous discussions, they should also be allowed to lead discussions. However, whoever leads the discussion asserts Mezieobi, Fubara and Mezieobi (2008) must perform these tasks:

i. Ensure that he has a fair grasp of the subject or topic of discussion,

ii. Topics for discussion must not only be interesting to attract the attention and interest of the students, they must be relevant to the students' needs. In other words, the discussion topics must be tailored to the ability level of the students.

iii. For the effective participation of the members of the discussion group and for a meaningful discussion, each member of the group must be informed about the topic of discussion so as to prepare for the discussion. Effective participation in the discussion entails that the group has pre-requisite knowledge of the topic under discussion.

iv. The topic for discussion must be clearly defined by the discussion leader.

v. Ensure as much as possible that the discussion is within the confines of the topics being discussed.

vi. If a discussion digresses from the topic, the discussant should be courteously brought back to the discussion in such a way that he does not take offence and create a scene through quarrelling or fighting which may disrupt the discussion or disorganize the group.

vii. If the discussion is tending towards wrong conclusion, the discussion leader should make an input by clarifying issues or by asking leading questions that would bring discussants into thinking along the right direction.

viii. At the close of the discussion, conclusions reached should be restated in order to acquaint the discussants or participants with the decision of the discussion group in the case of doubts.

2.08.6 Dramatization Method

Dramatization is a teaching method whereby the pupils/learners act out events situations, emotions or feelings, characters in stories, actions by taking on roles. Dramatization asserts Mezieobi, Fubara and Mezieobi (2008) arouse the interest of learners, holds their attention in what is being taught. It encourages a lot of active participation of learners, suits students of all ages and imbues the learners with self confidence, self-control and self-esteem. Apart from language skill which it inculcates in the child, it enhances the child's imagination and creative abilities. Among the techniques of the dramatization method such are miming, puppetry, playlet, monologue/dialogue and role-playing.

2.08.7 Construction method

Construction method opined Mezieobi, Fubara and Mezieobi (2008) is that which entails the making or production of objects to be used to facilitate the teaching-learning process under the self-direction of the student/pupil or the close supervision or direction of the teacher. Nonetheless, teacher preparation and supervision are necessary in the construction method. Some techniques of the construction method focus on the teacher while some others focus on the learners (Corbin and Akinlaye,

1983) cited in Mezieobi, Fubara and Mezieobi, (2008). Construction method according to Mezieobi, Fubara and Mezieobi, (2008) is of two types; namely:

1. Print materials production which entails the making of scrap books, file folders, newspapers etc.
2. Models and sculptural construction using materials such as clay, paper, Mache, and wood. These require tools or fastenings such as glue, staples, and nails. Team work between the teacher and the students is recommended in the use of the construction method. Supervision of the construction work of the student is required but the teacher must not in that process scuttle the initiative of the student.

2.08.8 Creative activity method

Creative activity method according to Mezieobi, Fubara and Mezieobi (2008) is a teaching-learning method that endorses the saddling of the teaching-learning situation with activities that elicit the creative capacities of the students via their active participation in the creative classroom activities.

In social studies, creative activities and learning experiences are emphasized in order to develop the intellectual skills of the learners. The import of making activities dominate teaching interaction in Social studies classrooms in order to ginger the creative abilities of the learners, perhaps led Mezieobi (1994) into observing that. "There is one social studies teaching method the (Creative) Activity method..." since everything we do in social studies is activity-oriented.

2.8.10 Questioning Method

Questioning is a teaching method that indispensably pervades all teaching methods and the other techniques. No social studies teaching method and technique can completely isolate itself from the use of questions to facilitate comprehension, clear doubts, clarify values, evaluate performance, stimulate creativity or inquiry and motivate learners to obtain relevant data appropriate for problem-solving; pattern the direction of a discussion, challenge opinions or solutions and enhance further knowledge on an issue Mezieobi, Fubara and Mezieobi (2008).

Questioning is a democratic teaching method in which all human actors in the teaching-learning process; students, teachers and resource persons-pose questions towards satisfying their instruction needs or facilitating learning. According to Mezieobi, Fubara and Mezieobi (2008), there are basically five (5) categorizations of questions. These, they opined are:

i. Bloom's questions categorizations;
ii. Guilford questions category;
iii. Gallagher and Ashner's questions category
iv. Socio-scientific inquiry question classification; and
v. Zevin's questions typology.

2.09 The Concept of Lecture Technique

A teaching technique is slightly different from the teaching method. The teaching technique is the activity conducted or performed to achieve the good of the teaching method (Ololobou, 2010). According to Gage (1979) teaching technique is the set of unique activities that a teacher uses to implement a particular method.

Similarly, according to Onwuka (1996), the teaching technique is the activity created for learners to bring them into contact subject matter. In other words, the teaching technique put into practice use the dictates of the teaching methods in the instructional process. It is the style of the method adopted in the class in the presentation of content.

Lecture is usually a formal talk prepared and organized by their teacher. Lecture techniques are used in presenting information and facts to students. The procedure is simple; the teacher does most of the talking and students listen. The students are passive listeners. Lecture can be used to give students additional, facts and information that cannot be easily obtained (Kadiri, 2004). In a lecture session, the students listen, taking note of the main points, and summarize what was said. Although lecture can be invaluable well ventilated classroom, adequate textbooks and the teacher's mastery of the subject matter are necessary ingredients.

Good lecture technique can sharpen skills of listening, note-taking, summarizing information and writing. It can give a lot of information to pupils that may be beyond their reach. On the other way round, students are passive and therefore inactive in a teaching-learning process. It encourages rote learning, memorization and regurgitation of facts to the detriment of understanding (Kadiri, 2004). Moreover, learning cannot be maximized, as students are not given opportunity to participate and demonstrate what they have learnt.

2.10 Concepts of Teaching and Learning

Teaching is essentially concerned with how best to bring about desired learning by some educational activity (Kyriacou 1995:1).The World Book Encyclopedia

(2001) explains teaching as "helping other people learn". This makes teaching one of the most important ways that enable people to relate to one another as far as knowledge and skills acquisition are concerned. Teaching helps people acquire the knowledge they need to become responsible citizens, to earn a living and to lead useful rewarding lives. Teaching is also said to be a vehicle for transferring knowledge from one generation to next. Teaching is not a monologue but a dialogue in which one partner is vocal, but the other partner may, by simple participation in the form of a query, partake in the dialogue. According to Bruner (1994), teaching is the ability to impart knowledge to a group of people, or it is to show the way to something or a process. Similarly, Agun and Imogie (1988) also explain teaching as any interpersonal influence which may be exerted by somebody and which is aimed at changing the ways and behaviour of an individual. Teaching therefore concerns the activity of facilitating learning. So far as consideration of knowledge transfer is undoubtedly important, it is valuable in relation to the extent of quality of learning that is triggered.

According to Kochhar (1985), teaching is "an art with children as the raw material that the teacher has to deal with". As the author indicates, the teacher unconsciously designs the child entrusted to him or her and on purpose the teacher modifies the child. In this regard, teaching becomes a sublime art because it is impossible to separate the teacher and teaching. What this means is that the teacher mirrors himself or herself into the child; thereby putting an indelible stamp on the young, growing, plastic mind of the child who consequently generally takes after the teacher. Kochhar believes that teaching should be effective to make

learning possible. The author explains that effective teachers learn how to adjust the level of difficulty of learning tasks for particular students. Sometimes this means providing special challenges for the brightest in the class and providing more support and assistance for those who find a particular task too difficult.

On the otherhand, Kundu and Tutoo (2004) define learning as experience gained through modification. Learning is considered an active process and not a passive observation. According to Akimpelu (1991), learning is an activity carried out only by the learner; nobody can learn for another person, a person can learn without being taught. Learning, according to Smith (1999) it is the storage of information that can be reproduced. There is a link or an interaction between the learner and the environment during the learning process. During learning, experience is gained. Without learning all effort of learners and teachers are bound to become purposeless.

Further, LeFrançois (1985) also describes learning as a change inhuman disposition or capability that persists over a period of time and is not simply ascribable to the process of growth. The kind of change called "learning" exhibits itself as a change in behaviour, and the inference of learning is made by comparing what behaviour can be exhibited after such treatment. Learning is a process. It involves changes occurring over a relatively shorter period of time which enables the learner to respond more adequately to the situation. Thus, we learn to play the piano, we learn fractions, we learn to drive. On the other hand, we grow in intelligence and we grow in moral stature. In some cases, the factor of growth and

learning will be so inextricably intertwined that either or both words will need to be used.

True learning produces changes in the conduct (behaviour pattern) of the learner. Every experience produces a change in the mental structure of the learner which in turn affects the conduct of the learner. This, in short, is the goal of learning (Kochhar 1985). The ability to learn however differs from age to age and from individual to individual and that ability to learn involves not only intellectual capacity but also social, economic, perceptual, physical and psychological factors. Human beings learn through their senses. The ability to see, feel, hear, smell and taste therefore provides the means by which an interaction between man and his environment takes place.

However, Lowenfeld and Brittan (1982) also assert that the development of perceptual sensitivity should become a most important part of the education process. In their view, learning does not merely mean the accumulation of knowledge; it also implies an understanding of how the knowledge can be utilized. It can be deduced that learning is the process whereby new behaviour is acquired, strengthened or weakened as a result of experience gained in the form of either perception or behaviour. This means that learning is an active and not passive activity that depends on the learner. Learning is a personal involvement, meaning the learner should be able and willing to assimilate the material being presented.

According to Kyriacou (1985), there appears to be three central and crucial aspects to any consideration of student engagement in the activity of learning. These are

attentiveness, receptiveness and appropriateness, which are explained in the following sections.

- Attentiveness: This relates to the ways in which teachers can elicit and maintain a high level of student attention and concentration by varying the learning activities, getting students actively involved, and utilizing students' interests,
- Receptiveness depends in part on the ways in which teachers can make use of the different sources of student motivation towards learning.
- Appropriateness refers to the ways in which teachers need to match the learning experience to each student's current state of knowledge and understanding, and at the same time ensuring that the learning activities actually foster the desired educational outcomes, This implies monitoring of students' progress, presenting quick corrective feedback, structuring and presenting activities to facilitate meaningful learning, and ensuring that cognitive processes being fostered and demonstration of learning required are being appropriately assessed through questioning or tests.

Without realizing it we learn all kinds of things in all kinds of ways. Everybody learns different things in different ways. How one learns depends on what is to be learned. We learn how to ride a bicycle by doing (kinesthetic learning); make bread by kneading dough with the hands (tactile learning); to sing, play a musical instrument, or appreciate music by listening (auditory learning); and, learn about the movement of the stars and planets by observing (visual learning). Our senses

bring all kinds of information to us. The fact that people learn in different ways implies that teachers should not expect all their students to be skillful in learning what they teach in the same way and also have the same abilities in all subjects.

What needs to be recognized is that the very nature of teaching imbues the teacher with a background of experience that is quite different from that of the pupil. The circumstances make it necessary for the teacher to attempt to provide actual experiences that will make conceptualization and interpretation possible for the pupils. Where involvement with actual objects is unsafe, inconvenient or impractical, Farrant (1996) recommends instructional media as useful substitutes for the actual experience. Since ability to interpret is crucial to effective communication, anything that helps pupils make meaning of words will create an understanding of the object of the lesson. The idea is that involvement of the learner in relevant experiences which appeal to the senses is a vital part of the communication process that results in greater interest, correct interpretation, clear understanding and retention of what is learned.

2.11 The Concept of Educational Field Trip

A field trip is a trip or excursion in connection with courses of instruction or school related social, educational, cultural, athletic, school band, orchestra or choral group activities. It is designed to provide learning opportunities not available at the school. Classes should be adequately prepared for trips in terms of objectives, behavior, and student and parent responsibilities. No student shall be prevented from making the field trip or excursion because of lack of sufficient funds. (Santa, n.d)

A "field trip" occurs when students leave school grounds for an educational purpose. It is a student trip for the purpose of curriculum related study (part of the classroom educational experience), interscholastic athletics, co-curricular activities, outdoor education, or part of a school-sponsored club. (Educational Service District, n.d).

Field trip is an outdoor or field work or learning exercise undertaken by teachers and students in certain aspects of subjects so as to give the students the opportunity to acquire knowledge.

Krepel and Divall (1981) defined educational field trip as a trip arranged by the school and undertaken for educational purpose in which the students go to places where materials for instruction may be observed and studied directly in their functional setting. The use of the term 'field trip' emphasizes some of the formal exercises, which are done outside the classroom usually in biology and geography at secondary and tertiary levels.

Further, Corbin independent schools (2011), opine that an educational field trip occurs when students leave school grounds for an activity that is part of a school sponsored program, to include: curriculum related study; an extension of classroom instruction; interscholastic athletics; or part of a school sponsored club/group activity.

Educational field trip is relevant to the curriculum and provides an educational experience for the student that is beyond the regular classroom. This would include students' participation in activities of arts. An educational field trip will count as instructional time. The "school-related student trip request form" will detail the relationship of the trip to the curriculum.

2.12 Learning in the Context of Educational Field Trip

Much of the literature related to field trip learning shows that learning on a field trip can, indeed, produce different results than learning in a classroom. Koran, Koran and Ellis (1989) examined field trip literature and found positive outcomes, both cognitive and/or affective, on students in 20 of the 27 studies reviewed. Below are some of the positive effects of field trip that have been noted,

Children that go on field trip as part of their educational experience show statistically significant learning about the field trip subject (Lisowski and Disinger, 1991). What's more, based on pre- and post-test measures, children exhibit more knowledge about a subject if they learn about the subject on a field trip instead of learning about the subject in a classroom (Flexer and Borun, 1984; Mackenzie and White, 1982; Wendling and Wuensch, 1985). Not only do students seem to learn more during field trip, but they expect to learn more during field trip. According to pre-field trip surveys with 5th grade students, 98% felt they could learn more about ecology through a field trip than by classroom study alone (Wendling and Wuensch, 1985}.

Several studies suggest that students enjoy learning on field trip (Hannon and Randolph, 1999; Michie, 1998; Price and Hein, 1991; Wendling and Wuensch, 1985). In Wendling and Wuensch's study (1985); students even enjoyed learning on their field trip more than socializing. When asked to pick their favorite parts of a field trip taken to a park, the students identified educational activities such as "casting animal tracks" and "studying the food web of the pond", more often than they identified social aspects likes "getting to play a game" or "getting to know their classmates better". Still other studies suggest that students not only find

learning fun on their field trip, but they enjoy field trip lessons more than they enjoy lessons taught on the same subject in a classroom (Braund and Reiss, 2006; Falk, 1983; Flexer and Borun, 1984).

Following from these conclusions, it is not surprising that researchers have also found a commitment if students to field trips improves students attitudes toward subjects they are learning (Michie, 1998; Storsdieck, 2001). This is consistent with findings in the field of "brain-based" education. Brain-based education examines physiological properties of the brain and how they affect human learning. When students feel positively about their learning environment, endorphins (a hormone associated with increased (Flexer and Borun, 1984; Mackenzie and White, 1982; Wendling and Wuensch, 1985). Not only do students seem to learn more during field trip, but they expect to learn more during field trip. According to pre-field trip surveys with 5th grade students, 98% felt they could learn more about ecology through a field trip than by classroom study alone (Wendling and Wuensch, 1985).

In a related development, discussing the place of museum trips in enhancing students learning outcome, Gardner (1991) argued that whereas schools have become increasingly anachronistic, museums have retained "the potential to engage students, to teach them, to stimulate their understanding, and most important, to help them assume responsibility for their own future learning". In another development, Falk and Dierking (1997) found that school trips to museums and other informal environments promote long-term recall of science content. This is also applicable to social studies education as it utilizes scientific

approach in order to understand man in his entirety despite his unpredictability. Their study revealed that 80% of children and adults could recall three or more specific events linked to a school trip; many of these responses related to exhibit content. This study is conceptually framed by knowledge related to learning in museums, including the relevance of personal, social, and physical contexts (Falk and Dierking, 2000), as well as a social constructivist view (Driver, Asoko, Leach, Mortimer and Scott 1994). Falk and Dierking (1995, 2000, and 2007) were among those who argued the methods of testing found in the typical classroom ought not to apply to museums. Effective museums dealt in generalized facts and overarching thematic content, not specific itemized information (Falk and Dierking, 2000).

However, Falk and Dierking (2000) stated that in the informal museum setting, visitors did not receive the one-way instruction tested for in the classroom. Instead, "visitors could be expected to learn broad generalizations and show generalized increases in understanding and interest, but the specifics of what they learned [remained] highly personal and unique". Educational theorist Hein (1998) agreed that the understandings created were so dependent on contextualizing presented information within prior experience that the resultant formations eschewed objective measurement. Museum studies professional Allen (2006:260) argued that "it is commonly accepted by museum evaluators and visitor studies professionals that school-based methods of assessing learning, such as conceptual pre- and post-tests, do not transfer well to the study of learning in informal environments", This created a position where proving the relevancy of

museums to social studies education relied on the common sense of classroom educators, not focused studies. Different expectations could have forced museums to demonstrate contextualized and content-specific information and may have yielded observable performance gains on standardized tests. Museum educators could also have shown that their holistic, personalized, and conceptual methods enabled deeper, more durable understandings. Some museum staff' achieved this aim; however, focused research was lacking.

In a 1992 report, the American Association of Museums (AAM: 13) stated, "Too few museums are involved in systematic evaluation and self-study as a stimulus for institutional variety and growth". With some effort, "many museums could be more effective in working with formal and informal education institutions and organizations as partners in carrying out their public service". The key recommendation was that museum methods needed to change to meet existing educational assessments, and that museum staff needed to "assess the effectiveness of exhibitions and programs in an ongoing evaluation process that encourages revision and experimentation to improve the visitor's experience of learning". The aim was mutual educational benefit, but the report overlooked the potential contributions of classroom educators.

Some researchers demonstrated that museums could introduce factual material while promoting discoveries of useful and testable information (Gottfried, 1981). Visitors also related new information with prior knowledge, "facilitating intellectual 'connections' and bringing together disparate facts, ideas and feelings" (Hein, 1998:150). Museums and recognized public education methods had an

acknowledged relationship, but evidence was primarily anecdotal. No statistical breakdowns of student assessments supported the claims.

Studies did not address why teachers brought students to museums. Many researchers assumed classroom teachers used museums to stimulate student reactions and learning. Progressive educators hoped teachers planned to introduce new material, reinforce material introduced in classrooms, or enable contextual understandings of broad themes (Falk and Dierking, 2000). Other educators assumed that field trips represented a run from the normal school day.

Interestingly, even without pre-visit preparation, students appeared to acquire new information and form new understandings (Gottfried, 1981; Marcus, 2007). This may have incorrectly suggested to classroom teachers that there was little educative work for them on field trips. Most researchers treated museums as a form of free-choice learning environments. These environments generally offered students opportunities at self-paced learning independent of mediators such as teachers (Falk, Dierking, and Foutz, 2007). Students were encouraged to explore topics and themes in a variety of ways. That exploration benefited personalized modes of learning, and often encouraged students to develop their own interpretations and explanations. In free-choice environments, students were "most likely to profit when they have had intervention sessions to activate the schemes needed for the task" (Linn, 1980).

Similar findings on the importance of student preparation exploded any notion that classroom teachers lacked influence in free-choice environments. Teachers needed to prepare students for the instructional methods they encountered. Efficient

learning came more readily to actively prepared students. Studies suggested that successive visits became progressively more efficient, as students adjusted their learning modalities to the informal presentation style of free-choice environments. Research of how to maximize the varied benefits and opportunities of museum-based learning is a key need at all levels in Nigerian education. Most Nigerian social studies teachers especially at Upper Basic Level, hardly take their students for such trips inspite of its tremendous benefits in promoting effective learning among students of all sexes and locality.

2.13 Stages in Conducting Educational Field Trip Programme

Field trip is an educational visit to places that have educational undertones'."A field trip should be a learning experience. This criterion may seem trivial; but in reality, most field trips can be summarized as adventure-social events. In order to make the field trip more educational, a teacher should develop learning materials that both prepare students for the trip as well as guide them through it"(Orion 1993).

Many researchers agree that the field trip is more educationally beneficial for students when implemented as a three-part learning unit (Bitgood, 1989; EETAP, 1998; Orion, 1993; Storsdieck, 2006). The learning component of field trip should begin with pre-activities to help direct students attention toward the focus of their visit. Pre-activities should be followed by the field trip itself. Finally, the field trip should be followed by post-activities to reinforce and reflect upon concepts learned on the field trip.

2.13.1 Pre-Field Trip Activities

When students go on a field trip, they are not only exposed to new information, but they are also placed in a different environment in which to learn the new information, A field trip venue that is unfamiliar to students can lead to what is termed the "novelty effect". Falk (1983) explained this effect as students' natural tendency to explore a new, unfamiliar environment before concentrating on educational concepts being taught. Falk also noted that, of many variables affecting field trip, novelty of the setting proved to be one of the most interesting and consistently important variables. Students who are unfamiliar with a place may lack pre-existing knowledge upon which they can base and contextualize new learning. As a result, these unfamiliar learners may first need to explore and situate themselves in the environment before they can construct new meanings (Falk, Martin, and Balling, 1978).

Numerous studies attest to the fact that preparation of students for field trip is positive (Cox-Peterson and Pfaffinger, 1998; DeWhite and Jacobson, 1994; Falk, Martin, and Balling, 1978; Flexer and Borun, 1984; Gennaro, 1981; Kubota and Olstad, 1991). Preparation can include pre-field trip activities that introduce field trip concepts and vocabulary in the classroom. Preparation can also include sharing logistical information with students such as their schedules, a map of the site, what they should bring, and what they can expect the day of the field trip. Both forms of preparation can reduce the novelty of the new environment in which the field trip takes place (Orion and Hofstein, 1994),

By orienting students prior to their field trip, learning associated with the field trip is positively affected. When students are more familiar with an environment, it

results in increased on-task behavior (Kubota and Olstad, 1991) and in increased student learning as measured by pre- and post-tests (Falk, Martin, and Balling, 1978; Flexer, Borun, and 1984; Gennaro, 1981). As one researcher argued, pre-visit activities ensure the field trip is worth the money paid for the experience, "Since the pre-visit experiences may represent little cost to a school district, the value of going on such a field trip can more easily be made if students are prepared beforehand," (Gennaro, 1981:278). In addition to reducing the novelty effect, teachers can use their pre-visit activities to clarify what students will be expected to do as follow-up (Athman and Monroe 2008; EETAP, 1998; Rennie and McClafferty, 1996). By providing the expectation for further classroom learning related to the field trip in advance, students are aware of their responsibilities and how the trip connects to what they will be discussing in school.

2.13.2 Trip Stage

The second stage of a successful field trip is the trip itself. Two components should be addressed during this stage: the role of the participant and the role of the organizer. The role of the participant is accomplished by establishing a field trip agenda and sharing this agenda and field trip objectives with the participants. A suggested agenda for a field trip starts with a brief amount of free time for individuals to explore the field trip site on their own. This open exploration may not be appropriate in all locations. For example, individuals could not roam freely inside an equipment manufacturing plant. They could however, have free time to view items in the visitor area or lobby prior to the guided tour. This exploration time allows participants to get comfortable with their surroundings.

Once the basic curiosity of the facility is satisfied, learners are better able to focus their attention on the content topics to be learned.

The second phase on the agenda is often a whole-group guided tour. During the tour, the organizer or tour leader can point out specific items that relate to the educational goals of the trip. This also provides an opportunity for participants to ask any questions they may have developed during their exploration time. The third phase of a suggested field trip agenda is a small group learning activity. Working in pre- assigned groups of 2-3, participants can complete an activity such as a short worksheet or scavenger hunt. The worksheet should be designed in a manner that is challenging to learners yet not frustrating. The worksheet should clearly relate to the educational goals of the field trip.

The role of the organizer is also an important consideration during the trip stage. Although monitoring and management of the experience is important, monitoring participant learning is also a major organizer responsibility. Throughout the field trip, the organizer should be actively engaged in teaching activities. However, on field trips the organizer should utilize different teaching approaches than those used in traditional classroom settings. Organizers should interact with participants to help answer questions they might have. Organizers should also initiate discussion with small groups of participants by asking them questions.

During field trips, organizers should function more as facilitators or guides rather than directors. By playing an active rather than a passive role during the field trip, organizers can increase student interest and learning.

2.13.3 Post-field trip activities

Whereas pre-field trip activities are generally recommended to help reduce the novelty effect, post-field trip activities also play an important role in student learning related to field trips. Researchers argue that post-visit activities provide crucial opportunities for students to reflect on what they learned (Anderson, Lucas, Ginns and Dirking, 2000; Assraf and Orion, 2009; Athman and Monroe, 2008; DeWhite and Jacobson, 1994; Farmer and Wott, 1995; Rennie and McClafferty, 1996).

Though many researchers argue for the importance of post-visit activities, the literature specifically studying effects of post-visit activities is much more limited than that examining effects related to pre-visit activities. Those studies that have been published support the idea that post-field trip activities positively affect student learning. For example, in a study of how eleven and twelve year olds construct knowledge in the context of a field trip, researchers found that students who were able to reflect on their learning exhibited complex learning related to their trip. This result was interpreted by comparing concept maps drawn by students before their trip and after post-trip activities. Students that participated in post-trip activities in their classroom were able to draw many connections between components on concept maps describing the ideas of electricity and magnetism studied during their trip to a science center, whereas they had not been able to draw these associations before the trip (Anderson, Lucas, Ginns and Dirking, 2000).

In addition to encouraging complex learning, post-field trip activities might also contribute to increased retention of field trip learning. In a study conducted by Farmer and Wott (1995), the researchers found a statistically

significant increase in post-test scores of 4th graders that participated in relevant post-field trip activities as compared to 4th graders that participated in non-relevant post-field trip activities. Though more research should be conducted to look at effects of post-visit activities on field trip learning, the studies mentioned above agree with learning theories of brain-based education. The field of brain-based education advocates for the necessity of giving students time to reflect on their learning in order to improve retention of what was learned.

Buttressing the above point of view, Sousa (2006) stated that retention is the process whereby long-term memory preserves learning in such a way that it can locate, identify and retrieve it accurately in the future. Sousa argues that retention relies on rehearsal (the repetition and processing of information). Sousa (2006:87) states, "If the learner cannot attach sense or meaning [to what was learned], and if there is no time for further processing, then the new information is likely to be lost. Providing sufficient time to go beyond the initial processing to secondary rehearsal allows the learner to review the information, to make sense of it, to elaborate on the details, and to assign values and relevance, thus increasing significantly the chance of long-term storage". According to this view, field trip that is followed by post-field trip activities may be more successful than field trip with no follow-up in encouraging long-term student learning related to the trip. Teachers of social studies in this part of the world knowingly overlook to try using educational field trips as alternative to traditional presentation methods because of the time, energy, resources, planning etc. needed to make this technique effective with regard to promoting and enhancing students' academic performances.

2.14 Logistics of Planning Educational Field Trip

Good planning must precede all field trips. Research (Martin and Seevers, 2001; Hopkins, 2001) suggests that there are a number of things that teachers must consider before the actual field trip. Teachers must consider the needs of the children and the requirements of the particular field trip site.

Meaningful field trips should tie into the children's educational needs and interests. Planning must also address the curriculum and, ideally, focus on the standards; In addition, it is imperative to consider the field trip site location. Is the site near enough so that the children will not get overly tired? How will you get to the site? Are there fees involved? Who is responsible for transportation? Teachers must consider the entire day's schedule, from beginning to end. For example, when must the group arrive at the site? Who will arrange for meals? When are the bathroom breaks scheduled into the day? Successful field trips planner must consider safety issues. Are there any hazards involved? Do you have enough parents or volunteers? Have arrangements been made for children with special needs?

Teachers must consider the logistics involved in field trips. For example, teachers must complete a number of additional tasks before the actual trip. These include applying for administrative approval from the appropriate individuals, and notifying parents/guardians to obtain permission for the children to participate in the trip. Teachers must visit the site in advance of the actual field trip, and talk with the person in charge about what the children will see and experience. Teachers and site coordinators must agree upon dates and times for the visit, and develop a

schedule for the day. In addition, the teachers must obtain health emergency information papers for each child, and collect all required fees. Arrange for enough chaperones for the class size. Name tags should be provided for everyone. All the children should have clothing suitable for the trip (Queensland Government, Land care field trips for schools (2001) Department of Natural Resources and Education. The State of Queensland, (www.nrm.CLld .gov.au/) Retrieved June 19, 2008.

Teachers should engage children in a brainstorming session to develop a set of rules, safety awareness ideas, and other important considerations for a field trip. For example, everyone on the trip must wear a name tag; this includes teachers and all volunteers. Everyone stays with the group at all times. The teachers must bring copies of emergency information that includes parents' consent for emergency medical care. Cartwright (1995), DeMarie (2001), Knapp (2002) and Martin and Seevers (2003) remind us that the following safety, health, and equipment issues are critical:

- Pack first-aid supplies such as sunscreen, hand sanitizer, paper towels, adhesive bandages, antiseptic cream, bottled water, baby wipes, syrup of ipecac, plastic bags, extra ponchos or rain jackets, a cell phone with extra batteries.
- Designate a "site" person or a special place that the children can recognize if they get separated from the group.
- Make special arrangements for young children with special needs. Every classroom has children with special needs even if the needs are minimal.

- Assign each child a buddy and use color coordinated name tags to make it easy for children to find their buddy.

2.15 Review of Related Empirical Studies

Below are some empirical studies conducted in the area of educational field trips. Attempt is made by this study to identify the similarities of this study with that of others. However, the study tries to identify some distinguishing differences between the current study and those under review.

Ajitoni and Salako (2013) conducted a study titled "Effects of Cooperative Learning and Field Trips Strategies on Secondary School Students' Knowledge of and Attitudes to Multicultural Concepts in Social Studies". The study examined the effects of cooperative learning and field trip strategies on secondary school students' knowledge of and attitude to multicultural concepts in Social Studies in Abeokuta, Ogun State, Nigeria. Two null hypotheses were generated and tested at 0.05 level of significance. The study adopted a pretest- posttest, control group, quasi experimental design. Multicultural Concepts Knowledge Test (r=0.82) and Multicultural Concept Attitude Scale (r= 0.86) were used to elicit responses from 352 JS III students randomly selected from six secondary schools. Data were analysed using descriptive statistics, analysis of covariance and Scheffé post hoc test. It was found out that there was significant main effect of treatment on Students' knowledge of and attitude to multicultural concepts. The probable reasons for the findings and their implications on the need for social interaction and respect for other cultures in Nigeria are further discussed in this paper.

The distinguishing differences between the current study and that of Ajitoni and Salako (2013) were in the area of scope, methodology, sample and sampling technique and statistical analysis procedure among others. However, the current study and that of Ajitoni and Salako (2013) were conducted using social studies students.

A study was conducted by Shakil, Faizi and Hafeez (2011) to investigate the need and importance of field trips at higher level in Karachi, Pakistan. This study identifies the importance of educational field trips at higher level in different universities of Karachi. This study was carried out through survey. The population of this study was the students and teachers of both government and private universities. The ideas and views of male and female students and teachers were sought out regarding the importance of educational field trips at higher level. One hundred and fifty respondents including 50 teachers and 100 students were randomly selected. The questionnaire was used as a research instrument which was consisted of 28, 28 items, collected data was analyzed by using simple percentage method. Majority of the respondents had a view that educational field trip is helpful to cope up with advance learning. A large number of respondents opinioned that educational field trip help to give a practical approach for the curriculum and it is helpful to develop more interest in learning among students.

The current study and that of Shakil, Faizi and Hafeez (2011) differ in the following ways:

i. The current study employed quasi experimental research design while that Shakil, Faizi and Hafeez (2011) utilized survey research design.
ii. The current study made use of teacher made-test for students as data collection instrument while that of Shakil, Faizi and Hafeez (2011) utilized questionnaire for both teacher and student respondents,
iii. The current study used t-test independent sample statistics as data

analysis instruments while that of Shakil, Faizi and Hafeez (2011) used simple percentage and frequency table.

iv. The current study covered Junior Secondary School Students in the study area while that of Shakil, Faizi and Hafeez (2011) used students in higher institutions in their study area.

v. The current study utilized purposive sampling technique in selecting study sample while that of Shakil, Faizi and Hafeez (2011) used Simple Random Sampling technique.

However, the two studies share the following commonalities as follows:

i. The two studies engaged students as their respondents.

ii. They current study and that of Shakil, Faizi and Hafeez (2011) attempted to evaluate the impact of educational field trip in promoting teaching and learning.

iii. The two studies employed male and female populations as respondents.

However, Ajaja (2010) conducted a study titled "Effects of Field Studies on Learning Outcome in Biology. The major purpose of the study was to determine the effects of field experiences on students' knowledge of process of science and biology achievement. The design of the study was experimental, 2 x 2 , pre-test, post-test control group design. The sample of the study consisted of 100 biology students in two intact classes. Four research questions were raised and collapsed to four hypotheses. The first three hypotheses were tested with t-test statistic at 0.05 level of significance. The fourth hypothesis was tested with Pearson Product Moment Correlation Statistic.

The major findings of this study included: a significance difference in process of science scores between pre-test and posttest 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.

However, the current study and that of Ajaja (2010) differ in the following ways:

i. The current study focused on the effects of educational field trip technique on the academic performance of JSS students in Zaria education zone, Kaduna state, while that of Ajaja focused on Senior Secondary School biology students in Delta state.

ii. The current study employed the non-equivalent type of quasi experimental research design, while that of Ajaja used 2x2, pre-test, post-test control group design.

iii. The current study utilized 120 student participants from two different schools while that of Ajaja utilized 100 student participants from two (2) intact classes from the same school

iv. The current study utilized social studies students from the study area while that of Ajaja used biology students.

v. The current study used t-test independent sample and paired t-

test statistics as data analysis instruments while that of Ajaja used t-test and Pearson Product Moment Correlation statistics respectively.

The two studies however share some commonalities. They are both aimed at determining the impact of educational field trip in enhancing students learning. They both utilized quasi experimental research design, and both the two studies hypotheses are tested at 0.05 level of significance.

In a related development, Yusuf (2006) conducted a study on the Effect of Field Trip Method of Teaching on Students' Performance in Social Studies. The study investigated the effect of field trip on junior secondary school students' performance in social studies, in Ilorin metropolis, Nigeria. A quasi experimental design was adopted for the study. The sample consisted of 77 students drawn from two sampled secondary schools in Ilorin South and Ilorin East Local Government Areas of Kwara State. The sampled secondary schools were randomly assigned to treatment (37 students) and control (40 students) groups. Analysis of Covariance (ANCOVA) was used to analyse the data collected. The findings showed that students taught using field trip performed significantly better than their counterparts taught using the conventional method. Based on these findings, it was recommended among others, that teachers of social studies should expose their students to field trip, as this will promote learning by experience, discovery learning, active engagement in learning, and self-motivation in social studies. The current study and that of Yusuf (2006) are similar in many regards; in the area of methodology, sample and sampling technique and the findings concurred with each other. Some of the fundamental differences include statistical analysis procedure, scope and sample size used by the studies.

Similarly, Forster (1961) conducted a study titled "An Evaluation of the Field Trip in the Formation of Social Concepts and Generalizations". The problem was to determine if the field trip would facilitate the learning of social concepts and generalizations essential to modern living. Four groups, two experimental and two control, were selected to study four chapters with each followed by field trips for the experimental groups. Chapter titles were "How Automobiles are Made," "Feeding Our City," "Let's Go Places," and Exchanging Ideas." Test scores for three of the four chapters studied resulted in significance favoring the experimental but the difference was not statistically significant. Neither the results of the interest questionnaire nor the retention test given at the end of the semester favored either group. The field trips appeared to aid immediate retention of social concepts and generalization but students with field experiences did not seem to retain the learning (after several weeks had elapsed) any better than those not having the field experience.

The current study and that of Forster (1961) used quasi experimental in their design. Also students were used as participants. On the other hand, the current study used JSS students in social studies classroom while that of Forster (1961) did not specify the subject area. The current study established significant differences between the experimental and control group while that of Forster (1961) did not established any significant differences.

In their publication titled "Making the case for field trips: what research tells us and what site coordinators have to say" Nabors, Edwards, and Murray (2007) reported a survey that was mailed to 60 nationally recognized field trip sites. Some of the respondents included The Nature Conservatory, Ellis Island and the Statue

of Liberty, the Jamestown Settlement in Williamsburg, Virginia, the Oracle Center for Environmental Education, Arizona State Parks, the Betsy Ross Museum, and the Grand Canyon Field Institute. These were selected at random by undergraduate students at the College of Charleston.

This survey was designed to address the following: (1) to solicit feedback from nationally recognized field trip sites regarding their experiences with successful visits by students; (2) to compile data to reflect the opinions of field site coordinators for successful field trips, and (3) to make recommendations for teachers on how to plan and implement successful field trips for children. Sixty surveys were mailed to field trip site coordinators and a return rate of 63.3% (n=38) was achieved. Responses from the site coordinators are summarized below.

In an effort to secure widely varied opinions regarding the preparation by teachers of children for field trip visits. Question 1, of the survey, was open-ended. "What are the advantages to you and your organization when students come prepared for a visit to your site?" Responses varied greatly to this question so they were categorized into two categories: Active Learning and Student Behavior. Site coordinators reported the following Active Learning interactions as important to the success of a field trip:

- Participatory. Children need to be prepared to participate in the activities planned by the site coordinators.
- Discussion. Children should have questions prepared related to the site.
- Questions. Teachers must encourage children to ask questions and attend and

respond to the answers.

- Assessment. Teachers and site coordinators should conduct informal assessment right after the visit, followed by a formal assessment that takes place back in the classroom.
- Collect evidence to evaluate how the children developed an understanding of the content.

The site coordinators listed the following types of behaviors exhibited by previous classes of students who were effectively and properly prepared for the field trip visit:

- Students were well behaved.
- There were fewer discipline problems.
- There was less time getting ready for activities and transitions.
- The visit was less confusing regarding expectations and procedures.
- The students were more attentive.
- The students showed respect for the well-being of the site's resources/ offerings.
- The students demonstrated control and order throughout the experience.

Question 2 asked site coordinators another open-ended question related to specific teacher behaviors that positively impact field trip visits. "How should teachers prepare students for a visit to your site?" Site coordinators reported that teacher preparation is essential to the success of field trips. Site coordinators want to be sure that teachers:

- Request pre-visit information and review the information with the students.
- Share the logistics for the pre-planning by talking with students.
- Compare/contrast concepts, or standard driven content knowledge related to the site visit.

Responses to Question 3 identified the expected behaviors of students during field trip visits. "What do you expect students to do while visiting your site?" Site coordinators identified the following behaviors as desirable.

- Students should participate in the planned activities.
- Students should exhibit good behavior as defined by their age and development.
- Students should have fun and find enjoyment in the experience,
- Students engage in passive learning without necessarily being involved in actual hands-on behavior.
- Students should be aware of and follow all safety rules and regulations.

Question 4 asked site coordinators to identify problems related to field trips. "What are the problems or conflicts when students come unprepared?" Responses included:

- Objectives not met and learning ineffective.
- Appropriate behavior was not established before students arrived at the site.
- Lack of student interest and/or understanding.
- Problems with health and safety issues.

Because field trip visits are intended as an instructional extension of the classroom, site coordinators were asked the next question, Question 5. "What do you think students gain as a result of visiting your site?" Responses to this question fell into both the cognitive and affective domains. Examples of knowledge acquisition in the cognitive domain included:

- Real experiences that might be a once in a life-time experience for some students.
- First-hand experiences with unfamiliar settings that provide a complete and accurate picture of the content.
- Hands-on, working knowledge of the site.
- Experiencing a new way of learning abstract information.
- Students being involved in conducting site-specific research.

Examples of affective learning included:

- Building positive memories of the trip.
- Experiencing the construction of knowledge with excitement and personal satisfaction
- Developing an appreciation for fieldtrip sites.
- Discovering that learning can be fun.
- Experiencing enthusiasm and a heightened awareness of the content related to the site.

Question 6 focused on the follow-up with site coordinators and students. "What type of follow-up, if any, do you provide students after their initial visit?" 27 out

of 38 site coordinators said teachers did not ask for any follow-up after their field trips. Site coordinators reported that they value follow-up correspondence by teachers. They also reported that teachers provided follow-up feedback only when solicited by the site coordinators. When asked the ideal class/group size for field experiences, site coordinators indicated a group of 20 or less was ideal. The age groups preferred by the site coordinators were grades 1-6.

The above study and the current one differ in the following ways:

i. The current study centred on the effects of educational field trip technique on the academic performance of junior secondary school students in Zaria education, while the study reported by Nabors, Edwards and Murrays did not specify subject area. It looks at educational field trip whollististically.

ii. The current study employed quasi experimental research design while the one reported by Nabors, Edwards and Murrays employed survey research design.

iii. The current study utilized social studies students while the study reported by Nabors, Edwards and Murrays utilized field trips site coordinators.

iv. The current study used purposive sampling technique while the one reported by Nabors, Edwards and Murrays used simple random sampling technique.

However both studies employed survey research design, simple random sampling technique and were all aimed at highlighting the effects of using educational field trip in teaching and learning.

Moreover, Brady (1972) compared the use of environmental field trips to the use of media as methods of instruction. Pre- and post-test scores indicated both methods were very successful for student achievement and improvement of attitude toward current environmental problems. In general, neither method showed an advantage over the other except in one of the four unit tests where knowledge achievement favored the field method. In addition, some achievement tests resulted in a significant interaction in which boys of the field trip group scored higher than boys of the media group. These findings did not demonstrate either method as superior, but post-test gains in achievement and attitude did show both methods to be effective instructional techniques.

However, the current study and that of Brady (1972) used quasi experimental research design and the topics covered were similar. The two studies employed pre and post tests design. In contrast, the current study revealed that experimental group scored higher than the control group while that of Brady (1972) showed that both methods used for experimental and control group were effective with the respondents.

Summary

The chapter reviewed related literature on educational field trip in teaching and learning social studies. However, empirical studies that have bearings to the current study were also highlighted.

The chapter further reviewed five (5) studies conducted in the area of educational field trip that have direct bearing to the current study. The studies include the one conducted by Shakil, Faizi and Hafeez (2011) to investigate the need and importance of field trips at higher level in Karachi, Pakistan. The study also

reviewed another study conducted by Ajaja (2010) titled "Effects of Field Studies on Learning Outcome in Biology. The major purpose of the study was to determine the effects of field experiences on students' knowledge of process of science and biology achievement. The third study reviewed was the one reported in the publication titled "Making the case for field trips: what research tells us and what site coordinators have to say" Nabors, Edwards, and Murray (2007) reported a survey that was mailed to 60 nationally recognized field trip sites. The objectives were: (1) to solicit feedback from nationally recognized field trip sites regarding their experiences with successful visits by students; (2) to compile data to reflect the opinions of field site coordinators for successful field trips, and (3) to make recommendations for teachers on how to plan and implement successful field trips for children. The above studies were compared with the current study in terms of commonalities and distinguishing differences.

Research results from the above provide much evidence to support educational field trip as an effective instructional technique at the elementary, secondary, and college levels. Although results are mixed, nearly all of the evaluation studies have demonstrated that students learn well from field trip. When comparisons have been made with conventional methods of instruction, the educational field trip techniques have been as effective as or more so than other methods; the differences have often been statistically significant. It is also observed from the review above that a weakness of educational field trips as a useful .technique seems to be in those situations where excessive amounts of time and/or money are required to gain a small increase in learning, Some researchers found slides, filmstrips, and

films to be useful substitutes for field trips and recommended them when money and time became a serious hindrance.

Results from several status studies have consistently identified some conditions and problems that are of concern to those who believe educational field trip is essential to good teaching. Among these are 1) the lack of opportunity to participate in field work during their public school experience, 2) the host of administrative hindrances to their efforts to provide good field experiences for children, and 3) the lack of training through pre-service and in-service courses or workshops leading toward the improvement field instruction. Virtually all results indicated that field work should be use in conjunction with, or supplementary to, other methods of instruction.

Educational Field trips based on the above review can be a valuable method of instruction, providing students with important cognitive and affective benefits. The current study however takes note of the recommendations and hitches encountered by other researchers whose works were reviewed in order to improve on the current work.

CHAPTER THREE
RESEARCH METHODOLOGY

3.1 Introduction

This chapter discussed the procedure to be used in carrying out the research. The chapter discusses the following sub-headings:

- Research design
- Population of the study
- Sample and sampling procedure
- Instrumentation
- Validity of the instrument
- Reliability of instrument
- Procedure for data collection
- Statistical analysis procedure

3.2 Research Design

Research design as opined by William (2006) provides the glue that holds research work together. It is used to structure the research, to show how all of the major parts of the research work-the samples or groups, measures, treatments or programs, and methods of assignment-work together to try to address the central research questions.

This study employed Quasi-experimental research design. Quasi experimental designs were developed to deal with the messy world of field research where it is not always practical, ethical or even possible to randomly assign persons to experimental and control groups. It is an impact evaluation that assigns

members to the treatment group and control group by a method other than random assignment (National Centre for Technology Innovation, 2007). There are different types of quasi experimental designs, as stressed Olayiwola, (2007). These include; pre-test post test non-equivalent group design, simulated before - after design, the time series design, the equivalent time sample design, multiple times-series design, the equivalent materials pre-test post-test designs etc. This study utilized non-equivalent comparison group designs. It is widely believed to be the most commonly used of Quasi-experiment (Shadish, Cook &Campbell, 2002). In its simplest form, it requires a pretest and post-test for a treated and comparison group. As observes May (2012), it is a design in which the effects of a treated or intervention are estimated by comparing outcomes of a treatment group and a comparison group but without the benefit of random assignment. The main purpose asserts Reed (2008) is to answer impact (cause-and-effect) questions. The study utilized this design courtesy of its suitability to the demands of comparing two teaching techniques; traditional lecture technique method versus educational field trip technique.

3.3 Population of the study

Population according to Basha and Harter (1980) "is any set of persons or objects that possesses at least one common characteristic". The population for this study consisted of all junior secondary school students in Zaria Education Zone, Kaduna state. There are 26,322 students spread across the 38 public secondary schools in Zaria Education Zone based on the official data obtained in June 2013, from Zaria

Education zonal office, Kaduna state. The table below shows the population distribution of the schools based on gender and location

Table 3.3.2: Population of Social Studies Students by schools

S/n	Name of the schools	Location	Population		
			Male	Femal	Total
1.	Barewa College, Zaria.	Urban	917		917
2.	G.S.S, Tudun-Jukun, Zaria.	Urban	415	402	817
3.	G.S.S, Kuyan-Bana, Zaria City.	Urban	805		805
4.	Alhuda-Huda College, Zaria	Urban	1,213		1,213
5.	Sheikh Ibrahim Arab Special Secondary School.	Urban	405	301	706
6.	G.S.S, Dakace.	Urban	400	377	777
7.	G.S.S, Kugu	Rural	290	215	505
8.	Science Secondary school, Kufena.	Urban	764		764
9.	Government Commercial College, Zaria	Urban	610	400	1,010
10.	G.G.S.S, (WTC), Zaria	Urban		1,205	1,250
11.	G, G.S.S, Kofan Gayan, Zaria	Urban		765	765
12	G.J.S.S, Tudun-wada, Zaria	Urban	502	360	862
13.	G.J.S.S, Gyallesu, Zaria	Urban	530	306	836
14.	G.J.S.S, Rimin -Doko, Zaria	Rural		587	587
15.	G.J.S.S, Mangi, Zaria	Rural		510	510
16.	G.J.S.S, KofarJatau, Zaria	Urban	678		678
17.	G.J.S.S, Aba, Zaria	Rural	400	142	542
IS.	G.J.S.S, Kofan Doka, Zaria	Urban	407	200	607
19.	G.J.S.S, Chikaji, Zaria	Urban	505	305	855
20.	G.J.S.S, Muchiya	Urban	500	590	1,090
21.	G.J.S.S, Aminu	Urban	733	504	1,237
22.	G.J.S.S, (Boys) Chindit	Urban	1,282		1,282
23.	Girls Junior Secondary School, Chindit	Urban		1,158	1,158
24.	G.J.S.S, Magajiya	Urban		525	525
25.	Girls Junior Secondary School, Pada	Urban		572	572
26.	G.J.S.S, Dogon-Bauchi	Urban	808	570	1,378
27.	G.J.S.S, Kaura, Zaria City	Urban		678	678
28.	G.J.S.S, Tudun Saibu	Rural	213	202	415
29.	G.J.S.S, Richifa	Rural	109	60	169
30.	G.J.S.S, Kinkiba	Rural	75	55	130
31.	G.J.S.S, Yakasai	Rural	190	100	290
32.	G.J.S.S, Dinya	Rural	162	140	302
33.	G.J.S.S, Likoro	Rural	301	180	481
34.	G.J.S.S, Awai	Rural	116	100	216
35.	G.J.S.S, Tukur-tukur	Urban	550	400	950

36.	G.J.S.S, Matari	Rural	50	61	111
37.	G.J.S.S, Gimba	Rural	96	84	180
38.	G.J.S.S, Bogari	Rural	107	90	197
	Total		14,13	12,14	26,367

Source: (Zaria Education zone, 2013)

3.4 Sample and Sampling Procedure

This study utilized purposive sampling to choose the participating schools for the Quasi-experiment. Purposive sampling opined (Oliver and Jupp 2006) is a form of non-probability sampling in which decisions concerning the individuals to be included in the sample are taken by the researcher, based upon a variety of criteria which may include specialist knowledge of the research issue, or capacity and willingness to participate in the research. Purposive sampling is used for choosing participating schools for the Quasi-experiment because of the following reasons:

- The results are expected to be more accurate
- It is less time consuming
- Its less expensive as it involves lesser search costs
- Its most appropriate respondents are selected for the study.

However, Olayiwola (2007) stated that 30 participants of each group (experimental and control) are considered adequate for this kind of study. Based on the above, the study used the schools as follows: Government Junior secondary school, Muchiya-Sabon-gari and Government Junior Secondary School, Aba were used as Experimental Group; and the selected students were taught with Educational Field trip technique, while Government junior secondary school, Tudun-Jukun, Zaria and Government Junior Secondary School, Awai were used as "Control Group" and the

students were taught using traditional lecture technique. The table below shows the distribution of student participants based on their respective school:

Table 3.2: Sample of the study

S/n	Name of school	Location	Male	Female	Tota
1.	Government Junior Secondary School, Tudun-Jukun, Zaria	Urban	15	15	30
2.	Government secondary school, Awai	Rural	15	15	30
3.	Government junior secondary school, Aba	Rural	15	15	30
4.	Government Junior Secondary School, Muchiya, Sabon-gari	Urban	15	15	30
	Total		60	60	120

3.5 Instrumentation

This study used teacher-made test known as 'Social Studies Achievement Test (SOSAT) as an instrument used for the purpose of testing the academic performance of social studies students in the experimental and comparison groups. The students were pre-tested before receiving any kind of treatment by the researcher. The post-test were administered after the experimental and control groups have undergone their separate treatment-Educational Field Trip in the case of experimental group and Lecture technique in the case of comparison group. The outcomes of the various encounters in the form of test scores were then subjected

to appropriate statistical analysis which assisted the study to answer its research questions and test the study's null hypotheses.

3.5.1 Validity of Instrument

The study used table of specification to determine the content validity of the test items. Table of specification according to Yerima (2007) is a two way dimensional table which defines clearly as possible the scope and emphasis of the test items and to relate the objectives to the content, so as to satisfy the most important criteria of the test and that of content validity.

Table 3.5.3: Table of Specification for Junior Secondary Social Studies

Content Area	Knowledge Objective	Understanding Objective	Application Objective	Evaluation Objective	Total
Meaning of natural resources	2	1	1	2	6
Features of natural resources	1	1	2	1	5
Physical environment	2	2	2	1	7
Components of physical environment	1	1	2	2	6
Man and natural environment	2	2	1	1	6
Total	8	7	8	7	30

The Table of specification above showed the number of questions set at various levels of cognitive domain. At the knowledge level eight (8) questions were set, seven (7) questions at the understanding level and eight (8) questions from the application level

and seven (7) questions from the evaluation level making a total of thirty (30) questions. Moreover, the questions were examined and certified as adequate for the main study by the research supervisors from the faculty of education, department of Arts and Social Science Education, Ahmadu Bello University, Zaria. Also other experts in test and measurement as well as language experts validated the instruments for its content and face validity.

3.5.2 Reliability of the instrument

Reliability according to Joppe (2000) is defined as the extent to which results are consistent over time and an accurate representation of the total population, and the ability of results to be reproduced under similar methodology. However, the teacher-made test was pilot tested at Demonstration Secondary School Ahmadu Bello University, Zaria using ten (10) JSSII social studies students considered as the experimental group. The tests re-test achievement scores were recorded for the 10 respondents. These 10 were selected as they would not be used for the main study, but share similar characteristics in all regards. The Pearson product Moment Correlation test re-test formula was used to determine the reliability coefficient. Consequently, a reliability coefficient of 0.81 was obtained. This reliability co-efficient is considered adequate for the internal consistencies of the instruments because Danjuma and Muhammad 2011 stated that an instrument is considered reliable if its reliability co-efficient has between 0.64 and the closer to 1, the more reliable the instrument.

Pilot Study

The pilot study testing for this research work was conducted at Demonstration secondary school, Ahmadu Bello University, Zaria, using 10 students. The rationale for pilot study is to forestall any problem that might arise during the actual study and thereby jeopardize the validity and reliability of the test, acquaint the researcher with test administration procedure and practical problems involved in carrying out the study so as to rectify them and to assess the relevance and functionality of the research questions and hypotheses. The set of the data obtained from the instrument was used to determine the reliability co-efficient of the research instrument.

3.6 Data Collection Procedure

The researcher received letter of introduction from the Department of Arts and Social Science Education, Ahmadu Bello University, Zaria. This enabled the researcher to have obtained official data needed for the study from Zaria education zonal office, Kaduna state. Further, the letters of introduction were forwarded to the schools that fall under the study sample. It was aimed at introducing the researcher and the study motives and also as a means of soliciting for official permission and co-operation to utilize students for the study.

The researcher and the research Assistant were allowed to use JSSII social studies lesson periods with the close collaboration of the subject teachers from the sampled schools. The students were pre-tested using the designed teacher-made tests. This was aimed at ascertaining the students' prior knowledge on the topics or the test items. The researcher also utilized another social studies lesson period to teach the

control group an instructional package from JSSII syllabus (Natural Resources and Physical Environment) this was the post-test for the comparison group.

Moreover, after adequate pre-trip preparations, the researcher with the permission of the school took the students participants to a nearby physical surrounding for an educational field trip to have first hand information and concrete direct experience with natural resources available in the environment. This was aimed at giving the students first-hand information and practical experience on the topic chosen. Thereafter, a post-trip lecture follows and post-test was immediately administered to the students. It was a post-test for the experimental group. The test papers were marked over (100). The test scores for the pre and post tests for both groups were then collated for comparison sake using appropriate statistical procedure. The whole data collection procedure lasted eight (8) weeks.

3.7 Statistical Analysis Procedure

The data for the study were the scores of the teacher made-test obtained from the pre-test and post-test administered to the control and experimental groups. The study used simple percentage and frequency distribution table to analyse and present the bio-data variables of the study participants. The study's research questions were answered using mean and standard deviation. However, t-test independent sample was used in testing the research hypotheses. The t-test independent sample was chosen to test the null hypotheses because the variables to be measured were two and t-test is effective in establishing if differences exist between two variables. According to Ekeh (2003), t-test is used for

determining the significant difference between two mean. All hypotheses were tested at 0.05 level of significance.

CHAPTER FOUR
RESULTS AND DISCUSSIONS

4.1 Introduction

This chapter presents the data analysis including its discussion of results. The major objective of the study was to examine the Effects of Educational Field Trip on Academic Performance of Junior Secondary School Students in Zaria Educational zone, Kaduna State-Nigeria. A total of 120 students from JSSII extracted rural and urban areas were used for the study.

The first section presents the students Bio-data variables analysis using frequencies and percentages, while the second section presents answers to the research questions using mean and standard deviations. The third section presents and interprets the null research hypotheses by means of inferential statistical techniques of Independent t-test sample statistics and paired t-test. All hypotheses were tested at 0.05 alpha level of significance. The fourth section outlined the major findings of the study and the last section discussed the findings of the study using authorities to support the findings.

4.2 Presentation of Bio-data Variables

Table 4.1: Frequency Distribution of Respondents by Sex and their treatment Groups.

Treatment groups	Gender		
	Male	Female	Total
Experimental	30 (50.0%)	30 (50.0%)	60 (50.0%)
Control	30 (50.0%)	30 (50.0%)	60 (50.0%)
Total	60(100.0)	60 (100.0%)	120 (100.0%)

The table above showed that there were a total of 120 students. On gender treatment group basis, 60 (50.0%) were experimental students who were taught with Educational Field Trip Technique comprising of 30(50.0%) male and 30(50.0%) female. The rest 60(50.0%) students were control group students who were taught using Lecture Technique also comprising of 30 (50.0%) male and 30 (50.0%) female students.

Table 4.2: Frequency Distribution of Respondents by Location and their treatment Groups.

Treatment groups	Location		
	Urban	Rural	Total
Experimental	30 (50.0%)	30 (50.0%)	60 (50.0%)
control	30 (50.0%)	30 (50.0%)	60 (50.0%)
Total	60(100.0%)	60(100.0%)	60 (100.0%)

Details of the table above showed that there were a total of 120 students. On treatment group basis, 60 (50.0%) were experimental students who were taught with Educational Field Trip Technique comprising of 30(50.0%) urban and 30 rural. The rest 60 (50.0%)

students are control group students taught with lecture technique also comprising of 30 (50.0%) urban and 30 (50.0%) rural students.

4.3 Research Questions.

Presented below are quantitative and qualitative answers provided for the questions raised by the study. The frequency table, mean and standard deviation were used as statistical tools to answer the questions raised.

Research Question 1: Do differences exist between the academic performance of students taught by way of educational field trips and those who were taught using lecture method?

Table 4.3: Descriptive statistics on the academic performances of students taught with educational field trip and those taught with Lecture method

Treatment Groups	N	Mean	Std.Dev
Experimental	60	68.1833	7.69491
Control	60	39.3000	7.40659

The details above showed that the mean academic performance of the students were 68.1833 and 39.3000 by experimental and control groups respectively. This showed that differences exist between the two groups as the experimental group students had higher academic performance than their counterparts in control group. This means that students who were taught with Educational field trip have higher performance than those taught with lecture technique.

Research Question 2: Do differences exist between the academic performance of male and female students taught by way of educational field trips?

Table 4.4: Descriptive statistics on the academic performances of Male and Female students taught with educational field trip

Experimental group gender	N	Mean	std.dev
Male	30	67.8333	7.79847
Female	30	68.5333	7.70684

Details above showed the academic performance of Male and female experimental students who were taught using Educational Field Trip. The table showed that their mean performances were 67.8333 and 68.5333 by experimental male and female students respectively. The difference is marginal. This implied that there was no much gender difference between the academic performance of male and female students who were taught using educational field trip.

Research Question 3: Do differences exist between the academic performance of rural and urban students taught by means of educational field trips?

Table 4.5: Descriptive statistics on the academic performances of urban and rural students taught with educational field trip

Experimental group class	N	Mean	Std.Dev
Rural	30	67.9000	7.74975
Urban	30	68.4667	7.76146

Outcome of the above table showed the mean academic performance of rural and urban experimental students who were taught using educational field trip. The table showed that their mean performances were 67.9000 and 68.4667 for experimental rural and urban students respectively. The difference was marginal. This implied that there was

no much difference on the basis of geographical location between the academic performance of rural and urban students who were taught using Educational field trip.

4.3 Testing Research Hypotheses:

The hypotheses formulated in the study were statistically tested using appropriate statistical tools. The outcomes of the statistical analysis are presented below to the guide the study on either to retain or reject the null hypotheses set by the study.

Hypothesis 1: There is no significant difference between the academic performances of students taught through educational field trips and those who were taught using lecture method;

Justification for statistical technique: The Independent t-test sample statistics was used to test this hypothesis because the computed test quantitative variable of performance of students (dependent variable) is being answered by two different groups of respondents of experimental and control students.

Table 4.7: Independent t-test sample statistics on the mean performance of experimental and control groups

Variable	Treatment Groups	N	Mean	std.dev	df	t-Cal	t-crit.	Sig (p)	Decision
Performance	Experimental	60	68.183	7.6941	118	20.98	1.96	0.000	H_{01} Rejected
	Control	60	39.300	7.4069					

Calculated p < 0.05, calculated t >1.96 at df118

The result emanating from the above Independent sample t- test statistics showed that significant differences exist between Experimental students and control students in their mean performance. This was due to the fact that the calculated significance (P) value of 0.000 is less than the 0.05 alpha level of significance while the calculated t value of 20.948 is higher than the 1.96 critical t value at df 118. In addition, their

calculated mean performances were 68.1833 and 39.3000 for all the experimental and control group students respectively. Therefore, the null hypothesis which states that there is no significant difference between the academic performance of students taught with educational field trip technique and those who were taught using lecture technique is hereby rejected.

Hypothesis 2: There is no significant difference between the academic performances of Male and Female students who were taught using educational field trips;

Justification for Statistical Technique: The Independent t-test sample statistics was used to test the hypothesis because the computed test quantitative variable of performances as a result of the experimental treatment (dependent variable) is being answered by two different groups of respondents of male and female experimental students.

Table 4.8: Independent t-test sample statistics on the mean performance of male and female students taught using educational field trip.

Variable	Gender experimental	N	Mean	std.dev	df	T-Cal.	t -crit.	Sig (p)	Decision
performance	Male	30	67.833	7.7987					H_{02}
					58	0.350	1.96	0.728	Retained
	Female	30	68.533	7.7064					

Calculated p > 0.05, calculated t < 1.96 at df58

The result emanating from the above Independent sample t-test statistics showed that there was no significant differences between the academic performance of male and female students who were taught with educational field trip technique. This was due to

the fact that the calculated significance (P) value of 0.728 is higher than the 0.05 alpha level of significance while the calculated t value of 0.350 is lower than the 1.96 critical t. value at df 58. In addition, their calculated mean performances were 67.8333 and 68.5333 for all the male and female students respectively. Therefore, the null hypotheses which state that there is no significant difference between the academic performance of male and female experimental students who were taught using educational field trip technique is hereby accepted and retained.

Hypothesis 3: There is no significant difference between the academic performance of urban and rural students who were taught using educational field trips;

Justification for Statistical Technique: The Independent t-test sample statistics was used to test the hypothesis because the computed test quantitative variable of performances as a result of the experimental treatment (dependent variable) is being answered by two different groups of respondents of rural and urban experimental students.

Table 4.9: Independent t-test sample statistics on the mean performance of urban and rural experimental students

Variable	Location	N	Mean	std.dev	df	T-Cal.	t-crit.	Sig (p)	Decision
Performance	Urban	30	67.9000	7.74975	58	0. 994	1.96	0.778	H_{03} Retained
	Rural	30	68.4667	7.76146					

Calculated p > 0.05, calculated t < 1.96 at df 58

The result emanating from the above Independent sample t- test statistics showed that there was no significant differences on the basis geographical location between the academic performances of rural and urban students who were taught using Educational

Field Trip Technique . In other words there is no significant difference between urban and rural Experimental group students in their mean performance. This was due to the fact that the calculated significance (P) value of 0.778 is higher than the 0.05 alpha level of significance while the calculated t value of 0.994 is lower than the 1.96 critical t value at df 58. Moreover, their calculated mean performances were 67.9000 and 68.4667 for the entire urban and rural Experimental group students respectively. Therefore, the null hypothesis which states that there is no significant difference between the academic performance of urban and rural experimental students who were taught using educational field trip technique is hereby accepted and retained.

4.4 Summary of Major Findings

The following are the major findings of the study.

1. Significant differences existed between the mean academic performance of students taught using Educational Field trip (experimental) and those who were taught with lecture method (control) as their computed mean performances were 68.1833 and 39.3000 for all the experimental and control group students respectively.
2. There was no significant difference between Male and Female Experimental group students in their mean academic performance. Their calculated mean performances were 67.8333 and 68.5333 for all the male and female experimental students respectively.
3. Both urban and rural students' experimental group did not differ significantly in their academic performance when they were taught with educational field trip

technique. Their calculated mean performances were 67.9000 and 68.4667 for urban and rural Experimental group students respectively.

4.5 Discussions on Findings:

The discussions on findings are presented in relation to the outcome of the research hypotheses and questions. However, the findings made by the study were backed-up by authorities and similar researches.

According to hypothesis one, significant differences existed between Experimental students who were taught with Educational Field trip technique and control students taught using lecture technique in their mean academic performance. This result confirmed the expectation of the notable literature who all opined that field trip, students learn new and wider knowledge not opportune to in the traditional lecture technique, hence the differences in their academic performances. This explains and confirmed why their calculated mean performances were 68.1833 and 39.3000 for all the experimental and control group students respectively. The Traditional Lecture method has been largely criticized for stifling interest and creativity in students thereby limiting academic achievement. The technique has been accused of being characterized by excessive dominance of the classroom teacher. The technique more often than not does not give room for students' initiatives in learning. Students most of the time were mere passive listeners and their contributions to facts in the teaching and learning encounter is often neglected.

The findings of this study on hypothesis one corresponded with that of Ajitoni and Salako (2013), Yusuf (2006) and Ajaja (2010). The three studies as reviewed in the

empirical studies showed that students who were taught by way of educational field trips technique outperformed their counterparts who were taught through conventional lecture method. The mean academic performances of the experimental students were higher than that of the students who were controlled. The differences were established to be statistically significant.

Pioneer educationists and philosophers like Rousseau (1712) and Froebel (1782) were among the early writers emphasized through their writings and advocacies on allowing the learners to explore, inquire and find out facts by themselves under the supervision and guidance of the teacher. The teacher is the initiator of the learning process, a guide and an evaluator of the whole process and the pace setter (identifying objects) of teaching and learning. In a related development, Abubakar and Dantani (2005) advocated a child-centered education. They claimed that the child possessed within himself the potentialities for development, and that it's the task of the teacher to make these potentials develop by itself instead of imposing some external measures. The above virtues are what educational field trip represents which is contrary to what is obtainable with teaching and learning encounter with the use of lecture technique. Social studies teacher may be over loaded with facts and information but without appropriate dissemination methods to impart what is in him, his vast knowledge plus effort put forth will be nothing more than wasted resources.

In a related development, Dauda's (2014) study examined the effects of inquiry and simulation games methods in Zaria education zone of Kaduna state. The study revealed that in comparison to lecture technique both inquiry and simulation games methods were far more better and effective with the students at the JSS level if their recorded

academic performances is anything to go by. This further confirmed the findings of this study which gave educational field trip technique an edge over traditional lecture technique. Similarly, the findings of Ajaja (2010) further confirmed the discoveries made by the current study. His study revealed a significant difference in process of science test scores between students exposed to field trip experiences and those who were not exposed. However, Ajaja's study (2010) tallied with current study. His study revealed a significance difference in process of science scores between pre-test and posttest of field trip students. This further confirmed the findings of the current study. The study of Ajaja further revealed a strong correlation between process of science score and biology achievement score.

The result of hypothesis two revealed that there was no significant difference between the academic performance of male and female students who were taught using educational field trip technique. In other words, there was no significant difference between Male and Female Experimental group students in their mean academic performance. Their calculated mean performances were 67.8333 and 68.5333 for all the male and female students respectively. This implied that when taught using educational field trip technique, both male and female students' performed effectively the same way if their mean academic performance is anything to go by.

In her study titled effects of inquiry teaching method on the academic performance of JSS students in Kaduna central education zone, Kaduna state, Tanko's (2014) findings revealed that both male and female students performed academically well when they were taught with students' centered teaching methods. It implied that gender has no effect on JSS students' academic performance. This further confirmed the findings of

this study which revealed that both male and female students performed significantly well when they were taught using educational field trip technique. The difference in their mean was insignificant. However, other researchers like Yahaya and Salihu (2015), Muhammed, (2015) and Dauda (2015) could not find any significant differences in their various studies between the academic performances of male and female students when they were taught social studies using various method of teaching (learner-centered) compared to traditional lecture method (teacher-centered).

According to the outcome of hypothesis three, there was no significant difference between the academic performance of urban and rural students who were taught with educational field trip technique. In other words, there was no significant difference between urban and rural Experimental group students in their mean academic performance. However, their calculated mean performances were 67.9000 and 68.4667 for the urban and rural Experimental group students respectively. Moreover, still in her study, Tanko's findings also revealed that both urban and rural students performed academically well when they were taught using inquiry and simulation games teaching methods which learner-centered as educational field trip technique. This further concurred with the findings of this study which revealed that both urban and rural students performed significantly well when they were taught by way of educational field trip technique. The difference in the mean academic performance was marginal and insignificant.

Nevertheless, in support of the above findings other studies (Yahaya and Salhu 2015; Muhammed 2015) established no significant difference between the academic

performances of urban and rural students who were taught by way of learner-centered approach in social studies classroom.

CHAPTER FIVE
SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

This chapter treats summary of the research, conclusions on the basis of the findings of the research. Also some practical recommendations were put forward to enhance effective use of educational field trip in social studies classroom for effective service delivery.

5.2 Summary

The study examined the effects of educational field trips on the academic performance of JSS students in social studies in Zaria Education Zone, Kaduna State-Nigeria. The study was guided by three objectives, three research questions and three hypotheses. However, Government Junior secondary school, Muchiya-Sabon-gari and Government Junior Secondary School, Aba were used as Experimental Group; and the selected students were taught with Educational Field trip, while Government junior secondary school, Tudun-Jukun, Zaria and Government Junior Secondary School, Awai were used as "Control Group. The study used empiricism theory to give a backing to the study. Furthermore, related empirical studies were reviewed citing similarities and identifying differences with the current study. The review further identifies some of the gaps between the current study and those reviewed which the current seeks to fill.

Furthermore, quasi-experimental research design was used. The study used purposively sampling technique to choose the participating schools for the experimental. The study also used Social Studies Achievement Test (SOSAT) as data collection instrument. The instrument was validated by supervisors and statisticians for content and face validity.

The study pilot tested the instruments and they were satisfied statistically as fit for the main work.

However, the study used independent sample t-test as data analysis instrument. The study however discovered the following:

1. Significant difference exist in the academic performance of students exposed to Educational Field trip (experimental) and those exposed to the lecture method (control) as their computed mean performances were 68.1833 and 39.3000 by all the experimental and control group students respectively.
2. There is no significant difference between Male and Female Experimental group students in their mean performance. Their calculated mean performances were 67.8333 and 68.5333 by all the male and female students respectively.
3. Both urban and rural students had the same effect on their academic performance as a result of exposure to the educational field trip. Their calculated mean performances were 67.9000 and 68.4667 by urban and rural Experimental group student respectively.

5.3 Conclusions

Based on the findings of this research, the following conclusions were drawn:-

1. Educational field trips teaching technique is effective with students of social studies at JSS level than lecture method;

2. Gender has no significant effect on the academic performance of JSS students when they were taught by way of educational field trips;

3. Geographical location has no significant effect on the academic performance of JSS students when they were taught by way of educational field trips.

5.4 Recommendations.

The following recommendations are suggested as a result of the findings of the study:

1. Social studies teachers in the study area should be encouraged to adopt the technique of educational field trips for their students for optimum academic performance.
2. The use of Lecture method of teaching social studies should be minimized and be used only when the topic to be treated calls for that.
3. Government of Kaduna state through ministry of education should provide all the needed funds for conducting regular educational field trips by students and teachers of social studies. This will greatly assist in promoting students academic performances at JSS level.
4. Wealthy Corporations and individuals should sponsor Educational Field trips of secondary schools in Zaria educational zone.
5. Adequate time should be allotted to social studies lessons in the study area aimed at encouraging teachers to organize field trip for students. In addition, some days should be set for students' excursion in the calendar of JSS students.

5.5 Contributions to Knowledge

The study has the following contribution to knowledge and literary presentations:

- The study has added to the body of knowledge and served as a confirmation on the effects of educational field trips on the academic performance of JSS students in Kaduna State-Nigeria.
- The study has concurred to other similar findings on the effects of educational field trips on the academic performance of JSS students in Kaduna state and will serve as a basis to generalize the findings.
- In addition, the study further revealed the strength of educational field trips and its effectiveness with students at JSS level especially in social studies classroom.
- Similarly, the study revealed that educational field trips is effective for both male and female students at JSS level and can be utilized to all geographical locations where the schools are situated.

5.6 Suggestions for Further Studies

The following are suggestions for further studies.

1. Constraints to effective use of Educational Field trips in the teaching/learning of social studies among social studies students and teachers in Kaduna state.
2. Effects of Educational Field trips technique on the academic performance of students at JSS level in North-West Zone.

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APPENDIX 'A'
SOCIAL STUDIES ACHIEVEMENT TEST (SOSAT)

TO BE FILLED BY STUDENTS

CLASS ....

GENDER.....

GEOGRAPHICAL LOCATION…….

Instruction: Attempt All Questions

SECTION 'A' (Multiple Choice)

1. Which of the following is **NOT** a natural resource?
   a. Forest b. mountains c. river d. dams
2. The following minerals resources are available in commercial quantity in Nigeria **EXCEPT**_____?
   a. Coal b. crude oil c. rubber d. diamond
3. Which of the following natural resource is used in cement manufacturing?
   a. Timber b. kaolin c. limestone d. tin

   Trees as natural resources protects man and the environment from the harmful effects of
4. _____and_____
   a. Erosion b. wind c. fire outbreak d. rainfall
5. Which of the following is **NOT** part of the artificial physical environment?
   a. Drainages b. earth-roads c. dams d. rocks
6. Which of the following does **NOT** belong to the group
   a. Forest b. games reserve c. zoos d. garden

SECTION 'B' (Fill in the Blank)

7. Artificial physical environment is otherwise known as _____

   State the types of environment you observed during your visit to the immediate environment.
8. _____
9. _____

State any five (5) natural resources you observed from your visit to the immediate environment.

10. _____
11. _____
12. _____
13. _____
14. _____

Itemize any five (5) features of physical environment you observed?

15. _____
16. _____
17. _____
18. _____
19. _____

What other name can you suggest for natural physical environment?

20. _____

SECTION 'C' (Matching Test)

Arrange the following in order of natural and artificial resources

21. Rocks
22. Dams
23. Mineral deposits
24. Garden
25. Natural trees
26. Plantations
27. Weather and climate
28. Games village
29. Farmland
30. Zoos & museums

Natural	**Artificial**

APPENDIX 'B'

SUGGESTED ANSWERS

1) D
2) D
3) C
4) A and B
5) D
6) A
7) Man-made
8) Natural
9) Artificial
10) Rocks
11) Trees
12) Forest
13) Valleys
14) Vegetations
15) Drainage
16) Earth roads
17) Gardens
18) Rock
19) Mountains
20) Trees

Natural	**Artificial**
21) Rocks	26) Dams
22) Mineral deposits	27) Garden
23) Natural trees	28) Plantations
24) Weather and climate	29) Games village
25) Farmlands	30) Zoos and museums

APPENDIX 'C'
EXPERIMENTAL GROUP

Name of the school	G.J.S.S. Muchiya
Class/size	JSSII 30 students
Age Grade	12-14 years
Subject	Social studies
Topic	Natural Resources and Physical Environment
Instructional Materials	Visit to surrounding environments
Duration	One hour
Name of the Teacher	SALIHU, Jamilu Ja'afar
Previous knowledge	the students are familiar with their physical environment.
Behavioral Objectives	By the end of the lesson, the students should be able to: i. Meaning of natural resources. ii. Differentiate with the help their visit to their environment between natural and artificial resources. iii. The components of physical environment. iv. Identify with the help of their immediate physical environment the components of physical and artificial environment.
Presentation	The teacher presents the lesson with the following steps:
Step I	explaining the meaning of resources as the natural endowments found in our physical environment.
Step II	Itemize the two types of resources as follows: artificial resources developed by man to enhance

	his living condition and natural resources which are endowed by nature.
Step III	The teacher together with the students identify through the help of physical environment natural and artificial resources.
Step IV	The teacher with the help of physical environment identifies and differentiates between the components of the physical environment (natural and artificial resources).
Summary	the teacher summarizes the important points of the lesson as post visit follow up where major points are highlighted and experiences shared among the participants.
Evaluation	The teacher distributes the test questions for the students to answer in 30 minutes.
Conclusion	The teacher made necessary corrections after collating students' scripts.

EXPERIMENTAL GROUP

Name of the school	G.J.S.S. Aba
Class/size	JSSII 30 students
Age Grade	12-14 years
Subject	Social studies
Topic	Natural Resources and Physical Environment
Instructional Materials	Visit to surrounding environments
Duration	One hour
Name of the Teacher	SALIHU, Jamilu Ja'afar
Previous knowledge	the students are familiar with their physical environment.
Behavioral Objectives	By the end of the lesson, the students should be able to: v. Meaning of natural resources. vi. Differentiate with the help their visit to their environment between natural and artificial resources. vii. The components of physical environment. viii. Identify with the help of their immediate physical environment the components of physical and artificial environment.
Presentation	The teacher presents the lesson with the following steps:
Step I	explaining the meaning of resources as the natural endowments found in our physical environment.
Step II	Itemize the two types of resources as follows: artificial resources developed by man to enhance

	his living condition and natural resources which are endowed by nature.
Step III	The teacher together with the students identify through the help of physical environment natural and artificial resources.
Step IV	The teacher with the help of physical environment identifies and differentiates between the components of the physical environment (natural and artificial resources).
Summary	the teacher summarizes the important points of the lesson as post visit follow up where major points are highlighted and experiences shared among the participants.
Evaluation	The teacher distributes the test questions for the students to answer in 30 minutes.
Conclusion	The teacher made necessary corrections after collating students' scripts.

APPENDIX 'D'
CONTROL GROUP

Name of the school	G.J.S.S. Tudun-Jukun
Class/size	JSSII 30 students
Age Grade	12-14 years
Subject	Social studies
Topic	Natural Resources and Physical Environment
Instructional Materials	Charts and Posters
Duration	One hour
Name of the Teacher	SALIHU, Jamilu Ja'afar
Previous knowledge	the students are familiar with their physical environment.
Behavioral Objectives	By the end of the lesson, the students should be able to: i. Meaning of natural resources. ii. Differentiate with the help their visit to their environment between natural and artificial resources. iii. The components of physical environment. iv. Identify with the help of their immediate physical environment the components of physical and artificial environment.
Presentation	The teacher presents the lesson with the following steps:
Step I	The teacher defines resources as the natural or artificial endowments in our environment.
Step II	The teacher differentiates between natural and artificial resources as follows: natural resources

	e.g. mineral deposits, rocks, forests, rivers etc. artificial resources e.g. zoos, gardens, plantations, dams etc.
Step III	The teacher explain using charts and posters the features of natural and artificial resources/environment
Summary	The teacher summarizes the important points of the lesson like: - Meaning of resources - Components of resources - Similarities and differences between natural and physical environment/resources.
Evaluation	The planned teacher made-test items will be used to evaluate students understanding in 30 minutes.
Conclusion	The teacher write note on the chalk board for students to copy.

CONTROL GROUP

Name of the school	G.J.S.S Awai
Class/size	JSSII 30 students
Age Grade	12-14 years
Subject	Social studies
Topic	Natural Resources and Physical Environment
Instructional Materials	Charts and Posters
Duration	One hour
Name of the Teacher	SALIHU, Jamilu Ja'afar
Previous knowledge	the students are familiar with their physical environment.
Behavioral Objectives	By the end of the lesson, the students should be able to: v. Meaning of natural resources. vi. Differentiate with the help their visit to their environment between natural and artificial resources. vii. The components of physical environment. viii. Identify with the help of their immediate physical environment the components of physical and artificial environment.
Presentation	The teacher presents the lesson with the following steps:
Step I	The teacher defines resources as the natural or artificial endowments in our environment.
Step II	The teacher differentiates between natural and artificial resources as follows: natural resources e.g. mineral deposits, rocks, forests, rivers etc.

	artificial resources e.g. zoos, gardens, plantations, dams etc.
Step III	The teacher explain using charts and posters the features of natural and artificial resources/environment
Summary	The teacher summarizes the important points of the lesson like: - Meaning of resources - Components of resources - Similarities and differences between natural and physical environment/resources.
Evaluation	The planned teacher made-test items will be used to evaluate students understanding in 30 minutes.
Conclusion	The teacher write note on the chalk board for students to copy.

APPENDIX 'E'

COURSE CONTENTS AND INTERACTIVE SESSION

COMPARISON GROUP

Week One:

1st Period: - Personal introduction of research and selection of students' Sample

2nd Period :- General administration of Social Studies Achievement Test (SOSAT) pre-test to comparison students.

Week Two:

3rd period: - Teaching the concepts of culture to the comparison group

4th Period:- Teaching the components and characteristics of culture

Week Three:

5th Period:- Similarities and distinguishing differences among Nigerian cultures

6th Period:- Revision and administration of SOSAT post-test

EXPERIMENTAL GROUP

Week Four:

1st Period: - Personal introduction of research and selection of students' Sample

2nd Period :- General administration of Social Studies Achievement Test (SOSAT) pre-test for experimental students.

Week Five:

3rd period: - Teaching the concepts of culture to the experimental group

4th Period:- Teaching the components and characteristics of culture

Week Six:

5th Period:- Similarities and distinguishing differences among Nigerian cultures

6th Period:- Pre-trip interactive session with the students

Week Seven:

7th Period:- Undergoing field trip to immediate environment within the school community

8th Period:- Post-trip interactive session with the students

Week Eight:

9th Period:- Administration of SOSAT Post-test to experimental students

APPENDIX 'F'

Raw scores of the two sets of tests for determining the coefficient of reliability of the test instrument

S/NO	X	Y	X^2	Y^2	XY
1	22	34	484	1156	748
2	26	38	676	1444	988
3	18	38	324	1444	684
4	32	40	1024	1600	1280
5	40	32	1600	1024	1280
6	32	34	1024	1156	1088
7	34	36	1156	1296	1224
8	38	38	1444	1444	1444
9	32	28	1024	784	896
10	38	40	1444	1600	1520
N=10	∑X=312	∑Y=358	∑X2=10200	∑Y2=12948	∑**XY**=11152

Note: x and y are sum of pre and post test scores for both administration of the experiment

APPENDIX G (Statistics for finding reliability)

Pearson Product Moment Correlation computed for the Reliability index for the instrument used in the pilot study of the research.

The formula for Pearson Product Moment Correlation is given below:

$R = N(\sum xy) - (x)\sum Y$

$((N(X^2) - (NY^2)-(Y)^2)$

N=Number of respondents

X = is test scores at first administration

Y = is test scores at second administration

$\sum x$ =is scores at first administration is summed

$\sum y$ = is scores at second administration is summed

$\sum x^2$ = is scores at first administration is squared and summed

$\sum Y^2$ = is scores at second administration is squared and summed

$(\sum x)^2$= is scores at first administration is summed and squared

$(\sum Y)^2$ =is scores at second administration is summed and squared

Where

N=10	∑X=312	∑Y=358	∑X2=10200	∑Y2=12948	∑XY=11152

Pearson Product Moment Correlation formula is:

$r = N(\sum xy) - (x)\sum Y$

$((N(X^2) - (NY^2)-(Y)^2$

$= 10*11152 - 312*358$

$10*10200-(358)^2*10*10200-(358)^2$

= 0.81

r= 0.81