



Effect of Educational Fieldtrip Experience on NCE 3 Students Academic Achievement and Retention in Social Studies in Tertiary Institutions in Katsina State, Nigeria

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Abstract: This study investigated the effects of field trip on students' academic achievement and retention in tertiary institutions in Katsina State. The study was conducted within the three tertiary institutions in Katsina State and was restricted to NCE 3 students only. The three tertiary institutions are: Federal College of Education, Katsina, Isa Kaita College of Education, Dutsinma, and Bala Usman College of Arabic and Islamic studies Daura. Quasi-experimental research design was adopted for the study. A total number of 381 students' were selected through simple random sampling technique for the analysis out of the total population used for the study. Social Studies Achievement Test (SSAT) consists of twenty five (25) items objectives questions with options A-D was developed by the researcher with a reliability coefficient of 0.84 using Kuder-Richardson formula 21 was used for data collection. The SSAT was administered thrice, before experiment (Pre), after experiment (Post) and two weeks after post SSAT (Retention test). Data collected were analyzed using descriptive statistics of mean and standard deviation for answering the research questions and Analysis of Covariance (ANCOVA) was used to test the hypotheses raised at 0.05 level of significance. The findings of the study revealed that Social Studies students' taught using field trip perform better than those taught using expository/conventional teaching method and also the level of retention of students is higher when taught with field trip compared to when taught with conventional method. Based on the findings of the study, the study recommends that: Social Studies curriculum should be reviewed to accommodate all students' to embark on fieldtrip to learn outside classroom environment and also Social Studies should be learner centered rather than teacher centered to enable students learn on their own independently.

Keywords: Fieldtrip experience, Academic achievement, Tertiary institution, Teaching and learning.

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Introduction

Social Studies have been described by different experts from various dimensions depending on the way and manner they perceive it. Social studies is geared towards providing young people with opportunity for nurturing the virtues of self-realization, better human relationships, self and national unity, social and political advancement, as well as scientific and technological development. It is also concerned with the study of people in the society, in space and time and how they relate to one another and to the group they belong (Osakwe 2012). He stresses further that Social Studies major focus is the promotion of civic competence, integration of knowledge, skills and attitudes in resolving societal problems, issues and challenges. Social Studies as a subject is a problem solving discipline introduced into School curriculum to inculcate into the young ones the ability to study beings, identify their problems and find probable solutions to such problems.

The introduction of Social Studies into the Nigerian school system was based on certain philosophical consideration, (Oyebola, 2012). One of the considerations is to address social issues and man's problem of life in their interrelatedness instead of addressing them in an un-interrelated manner. Social Studies as a discipline, reflects on the dynamism of society and the changing nature of knowledge and so it evolves new and integrated approaches at resolving societal and environmental problems. Social studies is the field of education or common learning of man's interaction with the social, physical, economic and political environment which brings about human improvement (Ndan & Jarimi, 2011). It is a field of education or study that functions within an integrated curriculum perspective. In spite of the importance of social studies as stated above, its teaching and learning have suffered so many setbacks today and the performance of students in this subject has been a cause for concern to the teachers, parents, proprietors of schools and other stakeholders in the education sector.

Teaching and learning is effective when the right technique and method is used by a competent and qualified teacher. The use of appropriate technique/method of teaching always lead to students' attainment of desired academic achievement and retention of what they have learnt. The importance of educational field experience cannot be over emphasized considering the numerous advantages that students tend to gain from the exercise. This is because students are made to observe lessons/lecture being taught in the classrooms outside the classroom to enable them have first-hand knowledge and practical experience about the topics being taught in the classroom. Fieldtrip therefore is a lesson conducted outside of the classroom to gain first hand exposure to natural setting. It is organized to improve students' interest in learning, for collection of data, materials or objects for classroom lessons as well as to observe objects or phenomena not possible to bring within the classroom. Field trip is an activity that is organized and conducted outside of the classroom (Haruna & Muhaimin, 2018). It gives students the chance to learn about people, place and things directly in order to make their learned experience more lasting.

According to Haruna (2018), a field trip is an organized excursion designed to aid in students learning. The trip is planned for learners to experience theory in practice. Since field trip is a method of teaching used to collect firsthand information in the course of investigation, this will enable both teachers and students to create meaningful and productive learning both on the field and in schools. Omosewo (2009) opined that field trip can be used as a chance to collect data for later analysis, to generate artwork and stimulate discussions both on site and back at schools. The use of field trip as a method of teaching helps to bring about effective teaching and learning of Social Studies. It is of enormous benefit because it enhances the observation of learning experiences in the field. Field trips are an interactive technique of teaching which offers both male and female students equal opportunities to widen their practical and cultural experience by varying their learning environments.

According to Amosa (2013), there is no evidence of superiority expected to be noticed in the academic achievement based on gender if both males and females students are exposed to learning experiences equally. Using field trip in teaching and learning leads to teacher-learner interaction outside the

classroom. These interactions take place in a new learning environment and result in a meaningful teaching and learning process. In recent times, it is advisable to use different teaching methods and learning processes as well as strategies to ensure students' proper understanding of the subject and as well sustain their interest in it. In adopting field trip as an instructional strategy, other observed factors that can influence the students' participation in the instructional delivery process such as retention and gender need to be addressed. Retention refers to the capacity to remember something, skill, knowledge, habits, attitudes or responses initially acquired. The initial stage of memory process is learning. If there is no sufficient intelligence for learning, there can be no retention. Conducive atmosphere is one of the key determinants of such sufficient intelligence for effective teaching and learning. Retention are the products of meaningful learning when teaching if effective and meaningful to the students. Retention of concepts learnt assists in reflective thinking and the retained concepts could be used. This study set out to investigate the effect of Educational Fieldtrip Experience on NCE 3 Students Academic Achievement and Retention in Social Studies in Tertiary Institutions.

Statement of the Problem

Effective use of teaching methods can enhance the teaching and learning process and improve the achievement of students in any discipline. Among examples of teaching and learning technique are: Field trips, lectures, demonstrations, discovery, discussion, laboratory activities, and cooperative learning. (Njoku, 2021). In the new revised minimum standard (2020) edition, only Social Studies double major (SOS DM) students are given the opportunity to go on a field trip against the previous minimum standard (2015) that gave opportunity to both Social Studies single major and Social Studies double major students' that used to go on field trips to gather information personally and observe things physically by having practical experience about lessons taught in the classroom through writing of report. The disparity created between Social Studies DM and SM students' may definitely affect their experience and academic achievement in terms of writing research report.

There are many courses in Social Studies that are eliminated from the current Minimum Standard (2020) edition, that are of significant importance in writing research report which expose the learners to what is happening in our dear Nation and other Countries. For example some of those courses that students are exempted from offering are: SOS 212 (Practicum for NERDC National Curriculum), SOS 213 (Social Studies Research methods and statistics, SOS 214 (Fieldtrip), and SOS 322 (Nigeria External Relation). Most of these courses aforementioned will equip the learners to report wring but were excluded from the Curriculum which will invariably affect students in writing research report. In 2016/2017 session, about 355 SOS single major and 260 SOS double major students went on fieldtrip and all of them pass. While after the introduction of the new minimum standard in 2020, about 230 students of SOS DM only went on field trip and pass while comparing their course mates of single major performance who were not allowed to go on fieldtrip, their performance was poor as out of 200 students, only 120 students pass. It is against this background that this study was conducted to ascertain/determine the level of understanding and academic achievement in Social Studies.

Objective of the Study

The main objective of this research work is to investigate the difference between NCE 3 academic achievements of students' taught Social Studies using field trip compared with students' taught using expository/conventional method in tertiary institutions in Katsina State. Specifically, the objectives of the study were to:

1. Find out if there is any difference between academic achievement of NCE 3 students' taught Social Studies using field trip and NCE3 students' taught using expository/conventional method in tertiary institutions in Katsina State.
2. Determine the difference in the retention of NCE3 students taught Social Studies using field trip and NCE3 students' taught using expository/conventional method in tertiary institutions in Katsina State.

Research questions

This research question guided the study:

1. What is the difference between academic achievement of NCE 3 students' taught Social Studies using field trip and NCE3 students' taught using expository/conventional method in tertiary institutions in Katsina State?
2. What is the difference in the retention of NCE3 students taught Social Studies using field trip and NCE3 students' taught using expository/conventional method in tertiary institutions in Katsina State?

Research Hypotheses

H₀₁: There is no significant difference between academic achievement of NCE 3 students' taught Social Studies using field trip and NCE3 students' taught using expository/conventional method in tertiary institutions in Katsina State.

H₀₂: There is no significant difference in the retention of NCE3 students taught Social Studies using field trip and NCE3 students' taught using expository/conventional method in tertiary institutions in Katsina State.

Significance of the Study

The study is of significant importance in numerous ways. The study guided the lecturers of Social Studies on the efficacy of fieldtrip technique as an approach to effective teaching and learning of Social Studies.

The study is of importance to curriculum planners in designing the curriculum and provide framework for school administrators to organize and conduct fieldtrip for students when and where necessary to enhance their performance and academic achievement in school.

The study is significant to teacher training institutions such as Colleges of Education, National Teachers Institute (NTI) as well as Faculties of Education in the Universities as referral materials in their various departmental Libraries and those carrying out research of this nature.

The study is significant to students at various levels of learning as it will guide them during fieldtrip exercise.

Literature Review

In this section, the study reviews the work of other authors that are related to the current work. Theoretical overview, conceptual framework, as well as empirical review was analyzed. In this section, the researchers' review other related literature in the area of study.

In a study carried out by Daluba (2013) on the effect of demonstration method of teaching on student's achievement in Agriculture in secondary schools in Kogi east education zone of Kogi state, two research questions and one hypothesis guided the study. The result of the study reveals that demonstration methods have significant effect on students' achievement in Agriculture. The study recommended that efforts should be made by teachers to thoroughly integrate demonstration method in teaching Agriculture at the secondary school level. Though demonstration was compared with the conventional lecture in teaching Agriculture, the present study investigated the effect of field trip and demonstration on student's academic achievement in Social Studies. Similarities exist in both studies as they both dealt with method of teaching.

Ehirim, Ikechukwu, Amanze and Unegbu (2021).carried out a study on Effectiveness and Utilization of Field Trip as a method of teaching and learning Chemistry in Senior Secondary Schools in a Council Area of Imo State, Nigeria. They adopted descriptive survey research design and four (4) research questions guided their study. The population of their study comprised of all the four thousand six hundred and sixty four (4,664) senior secondary students offering chemistry as a subject in the 2019/2020 academic session in the ten (10) government owned secondary schools in Owerri Municipal

Council Area of Imo State. Simple random sampling technique was used to select five (5) schools from the total population. The instrument used for their data collection was questionnaire using four-point modified Likert scale. Their data collected were analyzed using mean statistics, with nominal values of 4, 3, 2 and 1 points respectively. Findings of their study shows that teaching students using field trip will assist them during practical than teaching them in the classroom only. They recommend among others that workshops and seminars should be organized for teachers on the importance of field trip and its utilization in the teaching and learning process. School authorities should also assist in the provision of funds or transportation for field trip. Similarities exist in both studies as they are both advocating for fieldtrip method of teaching. However, they differ in terms of location, population and discipline.

Kipkoech (2021) carried out a research on the use of Fieldtrip method in History and Government instruction in Secondary Schools in Kenya. The study adopted a cross-sectional survey design, which employed a descriptive and qualitative survey. The sample was drawn from selected secondary schools in the Bureti district. A sample of 15 schools and 300 form three History and Government students were selected through a stratified sampling method. Purposive sampling was employed to select 25 History and Government. They conducted pilot study to ascertain the reliability of the *instruments*. Primary data was collected through the use of questionnaires, while secondary data was derived from documented information from schools' past academic records and other related documents in the school and District Education Officer's office. Their study revealed that most teachers and students did not use the field trip method, though their views were that the use of the field trip method had more benefits than the teacher-centered methods which they always use. Their study recommends that History and Government teachers should increase the use of the field trip method in their classroom instruction. The findings would help teachers to evaluate and improve their teaching methods, focusing mainly on providing learners with opportunities to engage in most of the learning activities by themselves.. Similarities exist in both studies as they are both advocating for fieldtrip method of teaching. But they differ in terms of location, design, population, and discipline. Their study covers History and Government while this study is on Social Studies.

Njoku & Mgbomo (2021) carried out a study on the effect of field trip and demonstration methods of teaching on students' achievement in Biology. Quasi experimental design was adopted for the study. Two research questions and three hypotheses guided the study. The population of their study comprises of all Senior Secondary two (SS2) students of selected coeducational public senior secondary schools in Obio/Akpor Local Government Area of Rivers State. The sample comprises of 200 students from four intact classes in the four selected co-educational schools in the area. The instrument used for data collection was Biology achievement test (BAT). The reliability of the instrument was established by applying Pearson Product Moment Correlation procedure to obtain a correlation coefficient (r) 0.79. Mean and standard deviation were used to answer the research questions while analysis of covariance (ANCOVA) was used to test the hypotheses at 0.05 level of significance. The result of the study revealed that field trip teaching method better enhanced students' achievement in Biology than demonstration method. The result also indicated that there is no significant difference in the achievement of male and female students who were taught Biology using field trip. They recommended that teachers should adopt field trip as a teaching method among others. Similarities exist in both studies as they use quasi-experimental research design and also advocates for the use of fieldtrip method of teaching. But they differ in terms of location, population, and discipline. Their study covers Biology while this study dwell on Social Studies.

Methodology

This section deals with research design for the study, sample size and sampling technique, method of data collection and data analysis.

Research design

The researchers' used quasi-experimental research design. The study is qualitative and quantitative in nature because, quasi-experimental, non-equivalent, non-randomized, pre-test, post-test control group

design was adopted for the study. In the design, pre-test served as a measure of students' background knowledge.

Population of the Study

The target population of the study are all NCE 3 students' of the three selected Colleges of Education in Katsina State. These Colleges are: Federal College of Education Katsina with a total number of 650 NCE 3 students, Isa Kaita College of Education Katsina with a total number of 565 NCE 3 students' and Bala Usman College of Legal and Islamic Studies Daura with a total number of 475 students only. A total number of 360 students from the three Colleges of Education was randomly selected and used for the study. The students of Hausa/Social Studies, English/ Social Studies, Islamic/ Social Studies, CRS/ Social Studies, and French/ Social Studies as well as Social Studies double major combination were randomly selected for the study.

The design of the study is shown in a diagrammatic form in figure 1 as thus:

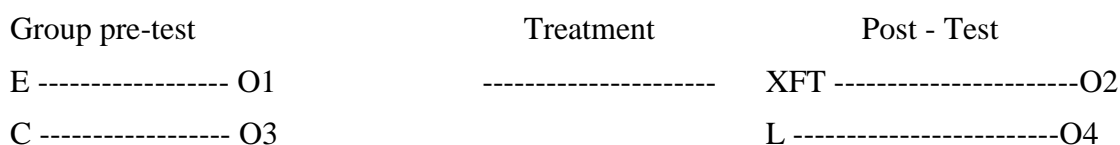


Figure 1: Study design.

Where:

E = Experimental group, C = Control group,

XFT = Treatment with fieldtrip technique for the experimental group

L = Taught with conventional method for the control group

O1 and O3 = Pre-Test for the experimental and control group

O2 and O4 = Post-Test for the experimental and control group

Method of Data Collection

The data collection instrument was Social Studies Achievement Test (SSAT). This instrument was adapted from Haruna, (2018). The use of the instrument was because it is related to the current study which is meant to ascertain students' academic performance and ability to retain what they have been taught in the class. SSAT is a twenty items (20) instruments made up of objectives questions labeled A – D based on the bases of NCE 3 course contents and students were allowed to choose the correct answer. The topics covered were socialization, leadership and transport as well as communication. The content and construct validity of the instrument was ascertained by experts in Social Studies, English language as well as expert in test and measurement who go through the instrument before the final copy was produced based on the their comments, observations and corrections.

The experimental and control groups was subjected to pre-test using Social Studies achievement test (SSAT) prepared by the researchers'. The experimental group received treatment using field trip while the control group was taught using expository/conventional method. Social Studies single major students constitute the experimental group, while the Social Studies double major are the control group. The lecture for the two groups lasted for four weeks with the aid of two research assistants. The four weeks was used for both the administration of pre-test and post-test respectively. After the four weeks of lecture, all the groups was subjected to post-test using same test prepared for pre-test in a re-arranged condition. Only the experimental group was taken out on fieldtrip and visits the Emirs palace as well as Katsina State Transport Authority (KSTA) and MTN office for practical experience and site seeing before the post test was administered. The result of the pre-test and post-test of SSAT was collated and used for the analysis.

Method of Data Analysis

The data collected from the instruments was analyzed using mean and standard deviation to answer the research questions. In testing the hypotheses, Analysis of Covariance (ANCOVA) was used to ascertain whether any significant difference existed at the 0.05 level of significance.

Result and Discussion.

Results/findings of the study are explained as thus:

Research question 1:

What is the difference between academic achievement of NCE 3 students’ taught Social Studies using field trip and NCE3 students’ taught using expository/conventional method in tertiary institutions in Katsina State?

Answer to the research question 1 is presented in table 1.

Table1: Mean and Standard deviation of Pre-test and Post-test of Students’ Taught Social Studies Using Field trip and Conventional techniques.

Method		Pre-test	Post-test	Mean gain	Mean Diff
Field-Trip	Mean	10.4337	21.1807	10.7	
	N	166	166		
	Stand. Devt.	1.42440	16.3543		5.1
Conventional Technique	Mean	10.7244	16.3543	5.6	
	N	127	127		
	Std deviation	1.37250	1.67392		

Table 1 shows that experimental group taught with field trip has a mean gain of 10.7 while the control group taught with conventional technique has a mean gain of 5.6. The difference between the mean gains is 5.1.

Research question 2: What is the difference in the retention of NCE3 students taught Social Studies using field trip and NCE3 students’ taught using expository/conventional method in tertiary institutions in Katsina State?

Table 2: Mean and Standard deviation of Post-test and Retention-test of Students’ Taught Social Studies Using Field trip and Conventional techniques.

Method		Post-test	Retention-test	Mean gain	Mean Diff
Field-Trip	Mean	21.1807	17.252	3.93	
	N	166	166		
	Stand. Devt.	16.3543	8.542		1.33
Conventional Technique	Mean	16.3543	13.751	2.60	
	N	127	127		
	Std deviation	1.67392	5.431		

Table 2 shows that experimental group taught with field trip has a retention mean loss of 3.93 while the control group taught with conventional technique has a retention mean loss of 2.60. The difference between the retention mean losses is 1.33.

Testing of Research Hypothesis

H₀₁: There is no significant difference between academic achievement of NCE 3 students’ taught Social Studies using field trip and NCE3 students’ taught using expository/conventional method in tertiary institutions in Katsina State.

Table 3: ANCOVA of the Difference in Mean Academic Achievement of NCE 3 Students Taught Social Studies Using Field Trip and NCE3 students’ Taught Using Expository/Conventional Method in Tertiary Institutions in Katsina State.

Sources	Type III-sum of Df square	Df	Mean square	F	Sig
Corrected model	1700.32	3	425.085	135.821	.000
Intercept	1792.021	1	1792.021	572.581	.000
Gender	23.589	1	23.589	7.537	.006
Method *gender	.034	1	.034	.011	.917
Error	901.361	288	3.130		
Total	10.9365.000	293	293		
Corrected total	2601.693	292			

a. R squared = 654 (Adjusted R square = 649)

Table 3: test of between subject effects for mean score of students taught social studies using fieldtrip and conventional techniques. Table 3 shows that there is significant difference between the mean achievement scores of student taught social studies using field trip and conventional techniques. This implies that experimental group taught with fieldtrip performs significantly better than the control group taught with conventional technique therefore the null hypothesis is rejected.

H₀₂: There is no significant difference in the retention of NCE3 students taught Social Studies using field trip and NCE3 students’ taught using expository/conventional method in tertiary institutions in Katsina State.

Table 4: ANCOVA of the Difference in Retention Mean Scores of NCE3 Students taught Social Studies Using Field trip and NCE3 students’ taught Using Expository /Conventional method in Tertiary Institutions in Katsina State.

Source	Type III Sum of Squares	Df	Mean Square	F	Sig.
Corrected Model	16328.763 ^a	4	105.254	1.379	.311
Intercept	19724.023	1	219724.023	15.037	.000
PRETEST	34.271	1	34.271	.345	.725
GENDER	218.265	1	218.265	2.405	.247
GROUP	45.881	1	45.881	.547	.000
GENDER * GROUP	.000	0	.	.	.
Error	1254.648	288	69.410		
Total	143730.021	293			
Corrected Total	1246.701	292			

a. R Squared = .68 (Adjusted R Squared = .054)

H₀₂: There is no significant difference in the retention of NCE3 students taught Social Studies using field trip and NCE3 students’ taught using expository/conventional method in tertiary institutions in Katsina State.

Table 4 shows that teaching method (Field trip) as a main factor has significant effect on retention of students' academic achievement in social studies. This is because, from the table, method is significant at p-value of 0.000 and therefore at a higher p-value of 0.05, teaching method is also significant. This leads to the rejection of the null hypothesis of no significant difference in the retention of NCE3 students taught Social Studies using field trip and NCE3 students' taught using expository/conventional method in tertiary institutions in Katsina State.

Discussion of findings

The results obtained from the study reveals that students' taught Social Studies using fieldtrip technique have higher mean gain of 10.7 than their counterpart taught with conventional technique and score 5.6. This is because the experimental group taught with fieldtrip method of teaching perform significantly better than the control group taught with conventional method of teaching as the difference between the mean gains is 5.1 indicating that the hypothesis is rejected as there exist significant difference in the academic achievement level of students' taught Social Studies using fieldtrip method compared with their counterpart taught Social Studies with conventional method. The findings of the study would help teachers to evaluate and improve their teaching methods, focusing mainly on providing learners with opportunities to engage in most of the learning activities themselves. The result of the this study is in agreement with Oka & Samuel (2020), Ehirim, Ikechukwu, Amanze & Unegbu (2021), Langat (2021) Njoku & Mgbomo (2021) who concluded from their research findings that field trip experiences enhanced students' understanding and also significantly influence their achievement in Biology, History and Government as well as Chemistry.

Results presented in table 2 showed that experimental group that were taught with field trip retained significantly better than the control group who were taught with the same contents with the conventional method.

The result of ANCOVA as reported in Table 4 showed that there was statistically significant differences between retention mean academic achievement of students taught social studies with field trip and those taught with conventional method. This implies that field trip approach produced a greater impact on students' academic achievement in social studies. Students taught with field trip improved in their retention during the period of this study more than those taught with expository/convention method, the reason for the better retention of students taught with field trip than those taught with expository/convention as a teaching method may have been due to students gain in simultaneous interaction when field trip time is designed to allow many students' interactions, group leader interactions during the field trip, which would assist the students to share different solutions to the same problem or for dividing up research responsibilities, the field trip also help students to successfully reduce racial conflict and increase positive educational outcomes such as improved test performance, reduced absenteeism and greater liking for teachers and school at large. This study confirmed the work of Njoku & Mgbomo (2021) that field trip teaching method better enhanced students' achievement in Biology than demonstration method.

Conclusion

It is concluded from the finding of the study that students learn social studies better when taught with field trip approach than expository/conventional teaching method. The results from the study reveals that the use of fieldtrip technique facilitates learning than the use of conventional technique as significant difference exists between the mean achievement scores of students' taught Social Studies using fieldtrip technique and students taught using conventional method statistically. Field trip approach enhanced students' academic achievement and self-confidence, developed cooperation and interaction, activated students and aroused the idea of searching for more knowledge.

Recommendations

The paper recommends the following for effective teaching and learning of Social Studies in tertiary institutions:

1. There is need for a review of minimum standard of Social Studies curriculum for inclusion of field trip for both Social Studies single major (SOS SM) and Social Studies double major (SOS DM) to continue embarking on fieldtrip for efficient and effective teaching and learning of Social Studies for students of tertiary institutions to achieve and retained the expected skills, knowledge, attitude and experience at the end of program of study. Supporting
2. Schools should offer a single, unified curriculum for all students, regardless of their ability or interest, meaning that all students are taught the same content at the same time.
3. Social Studies should be taught at all levels using fieldtrip technique to enable the learners' recall what they have learnt in the class with the aid of application of fieldtrip experience by making learning more permanent in them.
4. Social Studies class should be learner centered by giving the students' opportunity to discover facts on their own as they travel out, think, interact and explore the environment in order to enhance their academic achievement and retention in the subject.
5. Government in conjunction with other professional bodies such as Non-Governmental Organizations (NGOs) should sponsor further research on the use of field trip teaching method. Finally, School authorities should also assist in the provision of funds or transportation for field trip.
6. Workshop and seminars should be organized for teachers periodically on the importance of field-trip and its utilization in teaching and learning process.
7. To effectively teach and learn social studies, teachers should be made to adopt field trip as a teaching method in higher institution of learning.

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