



## RESEARCH ARTICLE

## EFFECTS OF EDUCATIONAL FIELD TRIPS ON SOCIAL STUDIES STUDENTS' ACADEMIC ACHIEVEMENT IN JUNIOR SECONDARY SCHOOLS IN KADUNA STATE, NIGERIA

Jamilu Ja'afar Salihu, I.D Abubakar

Department of Arts and Social Science Education, Ahmadu Bello University, Zaria-Nigeria.

\*Corresponding author email: [jamilusaliu@gmail.com](mailto:jamilusaliu@gmail.com)

This is an open access article distributed under the Creative Commons Attribution License, which permits unrestricted use, distribution, and reproduction in any medium, provided the original work is properly cited.

## ARTICLE DETAILS

## Article History:

Received 25 February 2020  
Accepted 26 March 2020  
Available Online 10 April 2020

## ABSTRACT

The study examined the Effects of Educational Field Trips on Social Studies Students' Academic Achievement in Junior Secondary Schools in Kaduna State, Nigeria. The design of the study was the non-equivalent pre-test post-test control group type of quasi experiment. The population of the study consisted of junior secondary school students in Zaria Education Zone, Kaduna State, Nigeria numbering 26,322. Also, 120 students were purposively sampled from JSSII in the following schools: Government Junior Secondary School Tudun-Jukun, Zaria, Government Junior Secondary School, Awai, Government Junior Secondary School, Aba and Government Junior Secondary School Muchiya, Sabon-Gari. The data collection instrument was Social Studies Achievement Test (SOSAT). The content and construct validity was ascertained by experts in Social Studies, language and test and measurement. The reliability coefficient index power of the instrument stood at 0.81 determined using Pearson Product Moment Correlation Coefficient (PPMC). The data analysis tools were mean and standard deviation used in answering the question posed while t-test independent samples was used in testing the null hypothesis postulated at 0.05 alpha. The study found that there exist significant difference between the mean academic achievement scores of students taught Social Studies using educational field trip (experimental) and those who were taught with lecture method (control). In the light of the foregoing, the study recommended that teachers in the Kaduna State should be encouraged to adopt educational field trip in teaching Social Studies in order to enhance students' academic achievement.

## KEYWORDS

Academic Achievement, Field Trip, Secondary Schools, Social Studies, Students.

### 1. INTRODUCTION

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 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 (Salihu, 2015). 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 (Melber, 2008). One type of informal learning experience, more commonly known as educational field trip, is valued by many educators for its ability to increase interest and enhance the information that is being taught inside the classroom. 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).

Educational field trip according to progressive method of learning by which the students goes through the necessary learning experiences under the leadership and guidance of the teacher (Shakil et al., 2011). There are

various types of educational field trip which are conducted by the institution accordingly such as: Local trip, Community trip, Tour or Journey, Imaginary tour, inter-school visit and individual trip (Panneerselvam and Santhanam, 2006). However, some researchers' 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 (Aggarwal, 2003). Thus, it can be said that educational field trip is helpful in completing the triangular process of learning that is motivation, clarification and stimulation (Salihu, 2015).

For most of human history, it is an established fact that children have learned by being with their parents or placed in apprentice situations with employers. In this regard, field trip was the norm, until the invention of formal education (Salihu, 2015). 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. Buttrressing the above statement, over the years, educators and philosophers like Comenius (1592-1670), Rousseau (1782-1852), Pestalozzi (1746- 1827), Herbart (1746-1841), Froebel (1782-

## Quick Response Code



## Access this article online

Website:  
[www.educationsustainability.com](http://www.educationsustainability.com)

DOI:  
10.26480/ess.02.2020.41.44

1852), Spencer (1820-1903), and Dewey (1859- 1952) have pointed out the need for reinforcing abstract learning with concrete experiences (Aggarwal, 2008). In western countries "England" is a good example for training physically their children. Apart from England other European countries like France, Germany, Canada and Italy also organized educational field trip at every educational level (Salihu, 2015).

Previous writings and studies on educational field trip have indicated that when effectively organised and coined toward attaining a particular lesson objective it would have enormous potential to positively affect students' learning (Farmer, et al., 2007; Flexer and Borun, 1984; Lisowski and Disinger, 1991; Mackenzie and White, 1982; Salihu, 2015). It would also provide real world settings in which students are challenged to apply knowledge learned in the classroom. During field trip session, students enjoy the less formal setting in which the learning takes place (Braund and Reiss, 2006; Falk, 1983; Flexer and Borun, 1984). In this regard, students may become highly motivated about their school subjects (Michie, 1998; Storsdieck, 2001; Salihu, 2015). Additionally, assert that the effects of this trip on students may continue for many months to years after the outing (Farmer, et al., 2007; Mackenzie and White, 1982). Field trip gives students the plenty of opportunities to make observations which is a big source of enhancing learners' mental development (Shakil, et al., 2011). 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 (Salihu, 2015).

Academic achievement entails students learning outcome over a given period of time. Academic performance by refers to how well a students are attaining their tasks and studies (Scott, 2012). Also academic achievement is the ability to study and remember fact and being able to communicate one's knowledge verbally or written on paper (Okorie, 2014). Grades is one of indicators of students' academic achievement. There are complains that 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 encourages effective communications and transactions between teacher and the students (Salihu, 2015). This has contributed to poor academic performance among students especially at Junior School Certificate Examination (JSCE); and their attitude towards Social Studies as a subject has not been encouraging. One of the major causes of students' poor performance in Social Studies in Nigeria as 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 students. The problem of this study hinges on a determination of the extent to which field trips is used to achieved classroom instructional effectiveness among Social Studies students in Kaduna State, Nigeria.

## 2.OBJECTIVE OF THE STUDY

The main objective of the study is to examine the Effects of Educational Field Trips on Social Studies Students' Academic Achievement in Junior Secondary Schools in Kaduna State, Nigeria. The study's specific objective is to:

- Find out the academic achievement scores of students taught social studies using educational field trip and those taught using lecture method.

### 2.1 Research Question

The study answered the following question:

What is the difference in the mean academic achievement scores of students taught Social Studies using educational field trip and those who were taught using lecture method?

### 2.2 Null Hypothesis

From the research question raised, the following null hypothesis is stated at 0.05 level of significance:

H<sub>01</sub>: There is no significant difference in the mean academic achievement scores of students taught Social Studies using educational field trip and those who were taught using lecture method?

## 3.METHODOLOGY

Research design as opined by provides the glue that holds the research work together (William, 2006). 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. The design of the study was the non-equivalent pre-test post-test control group type of quasi experiment. The population of the study consisted of junior secondary school students in Zaria Education Zone, Kaduna State, Nigeria numbering 26,322. Also, 120 students were purposively sampled from JSSII in the following schools: Government Junior Secondary School Tudun-Jukun, Zaria, Government Junior Secondary School, Awai, Government Junior Secondary School, Aba and Government Junior Secondary School Muchiya, Sabon-Gari.

However, stated that 30 participants of each group (experimental and control) are considered adequate for this kind of study (Olayiwola, 2007). Based on the foregoing, 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 data collection instrument was Social Studies Achievement Test (SOSAT). The content and construct validity was ascertained by experts in Social Studies, language and test and measurement. The reliability coefficient index power of the instrument stood at 0.81 determined using Pearson Product Moment Correlation Coefficient (PPMC). The data analysis tools were mean and standard deviation used in answering the question posed while t-test independent samples was used in testing the null hypothesis postulated at 0.05 alpha. According to t-test is used for determining the significant difference between two mean (Ekeh, 2003).

### 3.1 Treatment Procedure

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. 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.

## 4.RESULTS

Research Question One:

What is the difference in the mean academic achievement scores of students taught social studies using educational field trip and those who were taught using lecture method?

**Table 1:** Descriptive Statistics on the Academic Achievement of Students taught with Educational Field Trip Method and those taught with Lecture Method

Treatment Groups			v
Experimental	60	68.18	7.69
Control	60	39.30	7.41

Details in Table 1 shows that the mean academic achievement scores of the Social Studies students were 68.18 and 39.30 by experimental and control groups respectively. The mean difference stood at 28.88 in favour

of the experimental groups. This shows that differences exist between the two groups as the experimental group students had higher academic achievement scores than their counterparts in control group. This means that students who were taught with educational field trip had higher mean academic achievement scores than those taught using lecture method.

#### 4.1 Null Hypothesis

H<sub>01</sub>: There is no significant difference in the mean academic achievement scores of students taught Social Studies using educational field trip and those who were taught using lecture method?

**Table 2:** Independent t-test samples Statistics on the Mean Academic Achievement of Experimental and Control Groups

Variable	Groups	N	Mean	Std.Dev	Df	t-cal	t-crit.	Sig (p)	Decision
<b>Academic Achievement</b>	Experimental	60	68.18	7.69	118	20.98	1.96	0.00	H <sub>01</sub> Rejected
	Control	60	39.30	7.41					

Calculated  $p < 0.05$ , calculated  $t > 1.96$  at Df 118

The result emanating from the independent sample t-test statistics in Table 2 shows that significant differences exist between experimental and control groups in their mean academic achievement scores. This was due to the fact that the calculated significance (P) value of 0.00 was less than the 0.05 alpha level of significance while the calculated t value of 20.95 was higher than the 1.96 critical t value at Df 118. In addition, their calculated mean academic achievement were 68.18 and 39.30 for experimental and control groups respectively. Therefore, the null hypothesis which states that there is no significant difference in the mean academic achievement scores of students taught Social Studies using educational field trip and those who were taught using lecture method was hereby rejected.

#### 4.2 Finding

The study found that there is no significant difference in the mean academic achievement scores of students taught Social Studies using educational field trip and those who were taught using lecture method. By implication, Social Studies students taught using educational field trip outperformed their counterparts taught using lecture method in junior secondary schools in Zaria Education Zone, Kaduna State, Nigeria.

### 5. DISCUSSION

It was found that Social Studies students who were taught using educational field trip outperformed their counterparts taught using lecture method in junior secondary schools in Zaria Education Zone, Kaduna State, Nigeria. This finding is in line with whose work found a significant difference in process of science test scores between students exposed to field trip experiences and those who were not exposed (Farmer et al., 2007; Flexer and Borun, 1984; Lisowski and Disinger, 1991; Mackenzie and White, 1982; Salihi, 2015).

Educationists and philosophers emphasized more 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. Also, 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. These virtues are what educational field trip technique represents which is contrary to what is obtainable with teaching and learning encounter with the use of lecture method. 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.

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 method 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.

### 6. CONCLUSION

In the light of the foregoing, it is concluded that educational field trip teaching technique is effective in enhancing Social Studies students' academic achievement in junior secondary schools in Kaduna State, Nigeria.

#### RECOMMENDATION

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

- Social studies teachers should be encouraged to adopt educational field trip in teaching Social Studies especially where the demand for such trips is unavoidable. This will assist in enhancing students' academic achievement in junior secondary schools in Kaduna State, Nigeria;
- Kaduna State Government should provide all the necessary logistics for conducting regular educational field trip by teachers of Social Studies. This will greatly assist in enhancing students' academic achievement.
- Adequate time should be allotted to Social Studies lessons aimed at encouraging teachers to organize field trip for students. In addition, certain days should be set for students' excursion in the calendar of Junior Secondary School students in Kaduna State, Nigeria.

#### REFERENCES

- Abubakar, A.A., Dantani, Y.S., 2005. An Introduction to Fundamental Issues in Teachers' Education. Kaduna: Effective Media services.
- Aggarwal, J.C., 2003. Essentials of educational technology teaching learning. Innovations in education, Vikas publishing house PVT Ltd.
- Ajaja, O.P., 2010. Effects of field studies on learning outcome in Biology. *Journal of Human Ecology*, 31(3), Kamla-Ray.
- Dewey, J., 2007. Experience and Nature, New York: Dover. Smith, L (2007). Critical readings on Piaget. London: Taylor and Francis.
- Falk, J.H., 1983. Field trips: a look at environmental effects on learning. *Journal of Biological Education*, 17.
- Farmer, J., Knapp, D., Benton, G.M., 2007. An elementary school environmental education field trip: Long-term effects on ecological and environmental knowledge and attitude development. *The Journal of Environmental Education*, 38(3).
- Flexer, B. K., Borun, M., 1984. The impact of a class visit to a participatory science museum exhibit and a classroom science lesson. *Journal of research in science teaching*, 21(9).
- Lisowski, M., Disinger, J.F., 1991. The effect of field-based instruction on student understanding of ecological concepts. *Journal of Environmental Education*, 23(11).
- Mackenzie, A.A., White, R.T., 1982. Fieldwork in geography and long-term memory structures, *American Educational Research Journal*, 19(4).
- Marshdoyle, E., Bowman, M.L., Mullins, G.W., 1982. Evaluating programmatic use of a community resource: the zoo. *Journal of Environmental Education*, 13.
- Melber, L.M., 2007. Informal learning and field trips: Engaging students in standards-based experiences across the K-5 curriculum. Thousand Oaks, CA: Corwin.
- Michie, M., 1998. Factors influencing secondary school teachers to organize and conduct field trips. *Australian Science Teachers Journal*, 44(4).
- Okorie, A.N., 2014. Relationship among Peer Pressure, Time Management and Academic Performance of In-School Adolescents in Umuahia Education Zone, Abia State, Nigeria. Unpublished M.Ed Dissertation University of Nigeria, Nsukka. <http://www.unn.edu.ng/publications/files/Okorie%20Angela%20Nkem.pdf>

- Olayiwola, A.O., 2007. Procedures in Education Research, Kaduna: Hanijam publications.
- Salihu, J.J., 2015. Effects of educational field trips on academic performance of JSS students in social studies in Kaduna state-Nigeria. Unpublished M. Ed Dissertation, Ahmadu Bello University, Zaria.
- Scortt. 2012. [http://www.ehow.com/about\\_6398585\\_meaning-academic](http://www.ehow.com/about_6398585_meaning-academic).
- Shakil, A.F, Faizi, W.N., Hafeez, S., 2011. The Need and Importance of field trips at Higher level in Karachi. Pakistan in International Journal of Academic Research in Business and Social sciences, 2, (1).
- Storksdieck, M., 2001. Differences in teachers' and students' museum field-trip experiences, Visitor Studies Today, 4(1). The World Book Encyclopedia. U.S.A: Oryx.
- Storksdieck, M., 2006. Field Trips in Environmental Learning. Berlin, Germany; Berliner Wissenschafts-Verlag.
- Tofield, S., Coll, R.K., Vyle, B., Olstad, R., 2003. Zoos as a source of free choice learning. Research in Science and Technological Education, 21.
- Tuckey, C.J., 1992. School children's reactions to an interactive science center: Curator; 35.

