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**UTILIZATION OF FIELD TRIP ON THE ACADEMIC PERFORMANCE OF
STUDENTS IN SOCIAL STUDIES IN ABI LOCAL GOVERNMENT AREA OF
CROSS RIVER STATE, NIGERIA.**

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Abstract

The main purpose of this study is to examine the utilization of field trip on the academic performance of students in the teaching and learning of social studies, in Abi Local Government Area of Cross River State. To achieve the purpose of the study, related literatures were reviewed in line with the sub variables under discussion. A descriptive and inferential design was employed the population contained. The study used frequencies and percentages means analysis to test hypothesis one and two and independent T-test to test hypotheses three. All the hypotheses were tested at 0,05 level of significance with 198 degree of freedom. Three null hypotheses were tested. All the null hypotheses were rejected and the alternative hypotheses were accepted. This shows that teachers utilization of field trip influence student academic performance in the teaching and learning of social studies. The study recommended among others that more facilities should be put in place in the aspect of field trip since it enhances students' academic performance.

1.0 Introduction

Field trip forms an important component of teaching and learning. These involve excursion taken outside the classroom for the purpose of making relevant observations and also for obtaining some specific information. It includes visits to various places, or some exciting places, which can provide learning. According to Gbamanja (2001), excursion, well planned, is meant to broaden students' general knowledge. Field trips are capable of providing good learning together with interest and excitement for the learner.

Field trip is the method of teaching which involves taking student out to the field to have firsthand knowledge of what happens in the natural environment tourist centres, forests, zoo and museums etc. The knowledge of things are more meaningful when students visit effects site than when discussed under classroom arrangement Fieldtrip highly promotes learning experience when properly planned and organized. Experience gained during fieldtrips are long lasting and often more meaningful because student observe things on their natural creation of pure state of its originality.

Behavioral pattern in our society is highly enhanced by our educational systems, which is determined by the rate of individual interaction in educational activities in social Social Studies (which involve observation and analysts of the behavior pattern). Social Social Studies is a body of knowledge acquired through observation and systematic experimentation. It is a dynamic and objective process of seeking knowledge a way of explaining things, idea and phenomenon in nature, (Black wood,1996). Social Social Studies can be viewed as a

process and as a product involving acquisition of the use of skills like formulating hypothesis, analyzing of data, drawing conclusion etc.

Generally, the study of social studies in Nigerian schools was seen as a basis for citizenship education as well as for effective participation of individual in the overall contribution to the life of the entire society. As observed by Ejiogu, Nnawuihe and Obiefule (2018), social studies is one of the compulsory subjects in Nigeria School system because of its nature as it have numerous benefits to humans ranging from personal, Economic, political, history and societal/group culture. In support of the above idea, Idu (2011) observed that social studies through civic education seeks to expose pupils and students to the tenets and rudiments of effective citizenship and lay strong foundation for ones' active participation. Bearing in mind the importance of social studies to national development, the subject requires effective teaching and learning process and this cannot relegate the learners' interest and needs. The learners came from one community or the other and from variegated socio-environmental backgrounds. From their differing homes, communities and exposure, they bring their experiences to positively bear what is being taught and learnt and enrich it (Mezieobi, 2017). Unfortunately, most social studies teachers in Nigeria classrooms did not employ values' teaching method in their interactive classroom sessions, let alone use values' evaluating strategies (Mezieobi and Mezieobi 2013).

According to Birabil (2014), even the best curriculum and the most perfect syllable would remain dead unless transformed to life

by teachers utilizing appropriate methods in delivery process. Again, while some approaches have been in use for many decades, others are just very recent. Some others like lecture and others emphasize cramming and stimulate rote memorization which are fast becoming obsolete or outdated when compared to other innovative teaching method or strategies. In fact, several studies have shown that meaningful learning can hardly be transferred to the learner when the students are not taken outside the classroom to see things for themselves and interest well with the sources of information so received.

Social studies is a art that is obtained by verification, experimental and demonstration of facts. In actual sense, social studies make for better environment orientation. Social-studies is very important to human life, it's a part of life and as such sound theoretical and practical knowledge of social studies is very necessary for the problems of man in the society with the aim of coming up with the solutions. Because of the role the social studies plays in our society, it is pertinent that effective teaching of social studies should be encouraged in our secondary schools using modern methodologies, which include the use of audio visual materials, improvisational of material from the teacher as well as the student which will involves field trips

The attitude of our people towards social studies is seen as one of the important constraints to the study of man and his environment in our way of life. Equally, our quest for scientific and technological emancipation which will provide solution to our environment and industrial problem is unable to reduces favourable attitude toward the use of fieldtrip for the study of social studies among our secondary school students.

Obeyele (2000) observed that the lack of interest among student towards the study of social Social Studies is a reflection of the time and values of the parents. The Nigerian government realizes its growing important which has been encouraging the teaming. Therefore, since social studies has to do with man's interaction with the environment, the teacher can use field trip method by choosing an exciting place to visit or an exciting topic that will arouse the interest of the students to be pursued out in the field. However, since the advent of field trip as one of the methods of teaching social studies, research has been able to prove that effective use of some outdoor activities or educational visit to places are fast in facilitating effective teaching and learning. Perhaps, with application of this method, learners will be more involved and developed more interest in the subject.

2.0 Literature review

2.1 Influence of Teachers interest in organizing field trip in teaching social studies

Field trip has been defined as an excursion which affords teachers and student the opportunity of employing various series of process in learning which makes topics or concept and principles taught more vivid and retention better. Thus, the teacher arranged his teaching in a regular pattern to suit his own locality which provides the learning situation to satisfy the natural reactions of his learning through the use of visual aids. About this situation Peterson (2002). Remarked that "learning takes place when a child learns in a regular pattern because of his natural reaction to the provided materials.

The application of field trip is not important

in teaching. Learning process only but also make for better understanding when often use; it helps to arouse students interest and increased their motivation to learn a subject (social studies) and other related subjects (packer, 2000). According to Heab and packer(1999) “instruction strategies such as field trip etc are attractor, they add interest, validity are any training situation and so enable student to learn faster, remember longer, gain more accurate information, received and understand delicate concepts and meaning” the fullness of often involvement in field trips lies in the basic fact that they provide the most realistic means of study of real things and real process for meeting real people or experts in their actual environments.

The teachers’ use of field trips in teaching and learning as well as assessment strategy may be demanding as the relative novelty or familiarity of the field trip setting may affect learning. Students may feel reluctant to embark on field trips they have undertaken before getting admission to the Senior High School since it may be boring and resource demanding on their part. For instance, according to Falk and Balling, settings that are too novel, cause fear and nervousness (Morag & Tal, 2012). In the same way, settings that are too familiar, cause boredom, fatigue, and diversionary activities. Educators can also provide students with an itinerary of activities and details with regard to the type of work they are expected to do at each learning station, possible weather conditions, safety hazards and precautions, and location of restrooms among others. Considerations need to be made if learning activities are to be maximized. However, the amount of knowledge acquired could be

questionable considering the duration of field trips which are normally limited to one day. In this same line of thought, researchers argued that cognitive learning outcomes are valued by many teachers, parents, and management bodies, and that it is imperative to consider field trip designs that will take into account the best and unique learning avenues presented by the field trip destinations. In effect, field trips contribute to the cognitive development of students (Uztemur, et al., 2019).

Okorie (2006) identified field trip as one of the method and techniques for effective teaching. He emphasized that there is no better way to discover knowledge in real life situation than actually being involved often in field trip exploration. He also noted that the school field trip have been found valuable as they provided students with direct hand expensive information to see and observe frequently the process of natural setting to update their finding. As knowledge is dynamic in nature, according to him (Okorie 2007) the educational values of a field trip is the opportunity to discover and explore new information as well as to apply and organize previous knowledge.

Pedagogical acumen of teachers or field trip facilitators can also affect their involvement and become a challenge to academic trips, especially where they have little training or pedagogical knowledge relating to the process of field trip planning and preparation (Bozdogan, 2012). Some intern teachers may experience a field trip during their internship program but still, demonstrate very little enthusiasm towards the organization of such trips. This can deprive them of valuable hands-on experiential knowledge. In effect, they generally are unable to learn the

pedagogy or methods necessary to plan and orchestrate a field trip in a more functional way (Tal, 2004). Teachers who gain field experience at a non-school venue gain a more functional, applicable view of constructivist education and its teaching skills. For this reason, teacher education programs should include experiential education like field trip preparation and implementation for all intern teachers, who need to understand their responsibilities and role before, during, and after a field trip (Subramaniam, et al., 2018). This implies that for a successful field trip to take place, teachers should be well informed and knowledgeable about the concepts taught to enable students to connect to the outside world. Teachers should also be abreast with the necessary processes and procedures before, during and after the trips and have the courage to control students at the field trip site. Last but not least is the challenge of the security of lives and property of participants during the trip. Most often, very little attention is given to issues of insurance coverage for possible damage during the trip. This shows that both teachers and students are likely to demonstrate little interest in field trips if it is unclear, who bears the cost of their safety should an accident occur. The researchers suggest that, there should be special insurance coverage for teachers and students to promote their effective involvement in field trip activities for effective teaching and learning and for proper evaluation of lessons.

2.2 Effects of student interest in participation during field trips

Field trip according to Cirfat (2014) is an excursion taken outside the classroom for the purpose of making relevant observations and also for obtaining some specific information.

Field trip is a teaching strategy in Social Studies which is done by taking students out to the field to provide firsthand experience of organisms in their natural environment (Zumyil, 2016; Amosa, Ogunlade & Atobatele, 2015). Amosa, Ogunlade and Atobatele (2015), state that the use of field trip in teaching and learning helps to bring about effective and efficient learning.

Zumyil (2016) agreed that if properly planned, field trips afford the students opportunity to become actively engaged in observing, collecting, classifying, studying relationship and manipulating objects and also have better understanding of certain concepts and phenomena. It is one of the most enjoyable and exciting experience for students studying Social Studies especially Social Studies (Zumyil, 2016). According to Prem (2012), the purpose of field trip is to enhance the curriculum, give students experiential learning experiences, concrete skills such as note-taking, involvement in a real world experience which makes learning more meaningful and memorable. Prem (2012) further states that field trips can add variety to the regular instructional program and help students appreciate the relevance and importance of what they learn in the classroom. Interest is a psychological state of engagement, experienced in the moment and also a predisposition to engage repeatedly with particular ideas, events or objects over time.

Denen and Isah (2015) define interest as the feeling that stimulates an individual to activity without any external influence. The amount of interest an individual has on a particular activity determines the level of success in that activity. Interest powerfully influences our academic and professional

choices. The necessity of interest in learning does not only mean that someone has an interest in learning about something. It also means that when someone has an interest in something, it becomes easy and even enjoyable to learn about that topic. Students' interests do not emerge authentically at all times from their own investigation of the world. Therefore, without teacher's scientific and effective instruction, students will not possess interest in certain knowledge.

Ajaja (2013) points that one factor that has contributed to low interest in Social Studies by students is the method adopted for teaching and learning Social Studies. An important aspect of Social Studies teaching is to create a conducive environment that allows the students to find and develop their interest through participation. This way, students can perceive the learning of Social Studies from a positive and initiative stance in a co-operative way. As students draw their conclusion by active participation and exploration, a pleasure of success comes into being. They feel proud of being successful which can further foster their interest in Social Studies. When one is interested in what one is learning, one tends to pay a closer attention, and process the information more efficiently, thereby employ more effective learning strategies, such as engaging in critical thinking, making connections Oka & Samuel *Int. J. Innovative Educ. Res* 8(2):27-33, 2020 29 between old and new knowledge, and attending to deep structure instead of surface features (Ezenduka & Achufusi).

When students are genuinely interested in the subject matter or activities offered during a field trip, they are more likely to actively engage in the experience. Their enthusiasm

can lead to increased attentiveness, curiosity, and participation, making the trip more enjoyable and enriching for everyone involved. Student interest can positively impact learning outcomes (Brown, 2018). When students are excited and motivated about the content being presented, they are more likely to retain information, ask questions, and seek deeper understanding. As a result, field trips become valuable opportunities for experiential learning and real-world application of classroom concepts. Student interest can foster greater social interaction among classmates during field trips. When students share a common passion or curiosity, they tend to collaborate, discuss ideas, and form connections with their peers. This can contribute to the development of teamwork skills, communication abilities, and the overall social-emotional growth of students. Field trips that generate high student interest often create memorable experiences that stick with students long after the trip is over (Amosa,2015). Such experiences can have a lasting impact on students' attitudes, beliefs, and future interests, influencing their academic and career choices. Fond memories of engaging field trips can also foster positive associations with learning, making students more receptive to future educational experiences.

Whereas, when students have little or no interest in the subject matter or activities during a field trip, they may disengage or passively participate. This lack of engagement can result in missed learning opportunities, reduced interaction with the material or environment, and limited personal growth during the trip. If a significant number of students are uninterested in the field trip, they may become distractions or disrupt the

experiences of others who are engaged. This can detract from the overall quality of the trip and diminish the learning and enjoyment of those who are actively interested. When students are uninterested, they may not fully grasp the educational value of the field trip. They might overlook valuable connections between the trip and classroom learning, fail to ask meaningful questions, or disregard opportunities for reflection and synthesis. Consequently, the potential for deep learning and knowledge integration may be missed.

It is an unarguable fact that a lot of secondary school students lack interest in the study of social studies which involved the use of field trip. What follows therefore is their poor achievement in the school certificate examinations. There are some opinions that the hatred for social studies during field trip by students and the subsequent poor performance at examination is as a result of lacks of interest. Amosa, (2015) observed that lack of interest towards task can in itself provide low achievement, that if there is low interest on a particular task, it leads to low achievement. Aiken and Dreger (2018) found that attitude were significance predictor of social studies achievement. The same memorable experience helped the entire education., 2008 which a field trip was embarks upon along the Qua river, behind the university of Calabar Staff quarter. The experience was educative. It was educative because the students were actually involved during the field trip.

2.3 The influence of availability of resources area for field trip utilization

The educative roles of environment have received much attention in educational circle. The nurture mortar controversy is still unresolved. One trend in studies of effects of

environment on learning has been to discover the contribution of inhibition that an individual, through pattern and behaviour depend on his environmental setting. Several empirical students shave confirmed this contention.

Ehindero (2009) believed that the interaction of individual with their habitats and group shared behavioural patterns that are adopted from observation to influences the rate of intellectual development. The influence of availability of resource area for the utilization of field trip has a great magnitude. The school sited closed to resources environment where field trip can easily initiated have high level observational learning than theoretical.

Lewis (2010) stated that it quite possible that if a child misses the opportunity of gaining certain ideas or information within his home, he might gain them from the neighborhood of his home or from other social environment by moving around with children from more prestige homes, he can also get ideas in the streets, shopping centres, departmental stores or some other public service about recreation centre either when he goes about by himself or in the company of her teachers or an instructor for the purpose of learning, he further pointed out that studies in the urban areas have an edge in art achievement over their counterparts in rural setting Wilson (2007) stated that many suitable biases exist in African educational system that must be adopted. The opportunity is pursue pure and social Social Studies are for greater and obvious in the urban and since good teachers are often found in urban center, it becomes pertinent that teachers fieldtrip utilization exert and exist significantly than the rural areas and the

gap in education opportunity between non-urban and urban area is frequently widened.

In order to establish the truth about difference in the extent of teacher's field trip utilization in social studies between teachers in urban areas and those in non-urban setting, Fukuade (2003) in his research showed that there is no much difference in utilization therefore means that some students are intelligence but lack of interest may warrant their poor performance. Malpass (1993) however found that interest towards field trip is related to achievement but not related to achievement measured by standardized test. Kauster (2007) held the opinion that positive interest towards practices work when a student can be made to feel that his pressure for the work of his life, he will exert himself tremendously for many ways, such motivation can bring about effective utilization of field by the teacher.

Enos, Anya Dozie (2007) reports that fieldtrips are necessary to stimulate student interest in learning by engaging them in issue related to their environment, natural resources and health. Landis (200) explained the reasons and necessity for including field trip experience in the curriculum. He stated similarly among other good points that fieldtrip experience would not only give students firsthand information on the subject matter but shall also motivate further interest in the subject.

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curriculum. He stated similarly among other good points that fieldtrip experience would not only give students firsthand information on the subject matter but shall also motivate further interest in the subject.

Alchighemiou (2005) stated that "field trips enable students to advanced higher in learning then theoretical learning in Agriculture. It is unfortunate to note that field trip is seldom utilized an integral part of the j curriculum in Nigeria secondary schools". The interest of students to participate actively enable them to see things in their natural situation, offer opportunity to see for themselves concrete evidence of the values of improved practice and appreciate things stimulate learning and allow for more retention of knowledge in social-studies and expose student to knowledge than what they learn from books.

To support that positive interest in the study of social studies by the field trip is necessary in social Social Studies and that no knowledge is a waste (Wetland, 2006). Wetland is known globally one of the richest ecosystems in terms of biodiversity values and function. To stems the roots of this ecosystem, Nigerian concretion foundation in its capacity as the foremost environmental. Non-governmental organization (NGO) in Nigeria and a member of the national committee on Wetlands organizing a one-day awareness actually tagged. The overt hosted over 150 participate including students from tertiary institutions, secondary schools cooperate individual press men and academicians. The field trip gave participants the opportunity of seeing wetlands as a sources of energy and recreation as most of the rural women were cooking with the gather fuel-wood, while the

social -studies between teachers in no-urban area and teachers in urban area.

Herbert (1990 -2005) an environmentalist, in his doctrine stated that all knowledge is due to the environment and that whatever inequalities there may be in knowledge education and qualities of a person are due to the environment in which he grows up. In contract to the genetic doctrine which says that the major learning traits have been inherited by children from their parents at birth. If the environment is the role sources of difference in human development according to Herbert, the provision of a conducive practical field trip environment become of vital importance. Human beings benefits from an enriched or more stimulating environment (White, 2007).

3.0 Research methodology

The research design adopted for this study was descriptive and inferential design. Descriptive research is concerned with finding out, describing and interpreting that something is. The descriptive and inferential research was chosen over other design because the study was concerned with finding out and interpreting. The influence or extent of teachers used of felid trip in teaching social studies. The inferential design was aimed at collecting large and

small sample from population in order to examine the extent of teacher’s utilization of field trip in social-studies teaching. However, the major pit fall of inferential study is the superficial nature of the study of research subject because of the shortness of time and the large number of subjects to be researched upon.

The simple random sampling technique was used to randomly select eighty-four (84) social studies teachers in four selected schools of both rural and urban areas as the sample of the study. Twenty-one teachers were sampled from each of these schools. The instrument used for data collection was a questionnaire. The items in the questionnaire were drawn from in reflection of the variables under investigation.

4.0 Results and findings

This is presented in accordance to the hypothesis under study

4.1 Hypothesis one

There is no significant relationship between teachers frequent organization and students’ academic performance. To test these hypotheses, Pearson product moment correlation was used for data analysis. The result of the analysis is presented in table 1

Table 1: Pearson Product Moment Correlation analysis of Teachers frequent organization and students’ academic performance (N=84)

Variables	ΣX	ΣX^2	ΣXY	r-value
	ΣY	ΣY^2		
Student Academic performance (X)	3160	9985600		

1232400 0.21*

Teachers frequent organization (Y) 390 152100

* Significant at 0.5 level, Critical $r = 0.1946$ $df = 82$

The data in table I revealed that calculated v-value of 0.21 is higher than the critical v-value of 0.1946 at 0.05 level of significances and 82 degrees of freedom with this result the null hypothesis is rejected and the alternate hypothesis is therefore retained. This shows that there is significant relationship between teacher's frequent organization and student academic performance.

4.2 Hypothesis Two

There is no significant relationship between student participation and student academic performance. To test this hypothesis, the Pearson product moment correlation was used for data analysis. The result of the analysis is presented in table 2

Table 2: Pearson Product Moment Correlation analysis of the relationship between student participation and their academic performance (N=84)

Variables	ΣX	ΣX^2	ΣXY	r-value
	ΣY	ΣY^2		
Student Academic performance (X)	3160	9985600		
			1248200	0.20*
Student participation (Y)	395	158025		

* Significant at 0.5 level, Critical $r = 0.1946$ $df = 82$

Table 2 shows that the calculated v-value of **0.20** is greater than the critical r-value of 0.1946 at 0.05 level of significance and 82 degrees of freedom. With this result, the null hypothesis is rejected and the alternate hypothesis is therefore retained. This shows that there is significant relationship and student **academic** performances.

4.3 Hypothesis three

There is no significant relationship between availability of resources and students academic performance To test this hypothesis, the Pearson product moment correlation was used for data analysis the result of the analysis is presented in table 3

Table 3: Pearson product moment correlation analysis of the relationship (between availability of resources and students' academic performances (N=84)

Variables	ΣX	ΣX^2	ΣXY	r-value
	ΣY	ΣY^2		

Student Academic performance (X)	3160	9985600		
			1257680	0.22*
Availability of resources (Y)	398	158404		

* Significant at 0.5 level, Critical $r = 0.1946$ $df = 82$

Table 3 shows that the calculated v - value of 0,22 is greeted than critical y - valued of 0.1946 at 0.05 level of significance and 82 degrees of freedom with this result the null hypothesis is therefore retained. This shows that there is a significant relationship between availability of resources and students academic performance.

5.0 Summary

The first findings of this study revealed that there is a significant relationship between teachers frequent organization and student academic performance. This result supports the finding of Peterson (2002) who stated that earning takes places when a child learn in a regular pattern because of his natural reaction to the provided materials. More so, Okorie (2001) supported it by saying that school field trip have been found valuable as they provide student with direct hand expensive information to see *and* observed frequently *the* processes of natural setting *to* update their finding through frequent organization”.

The second findings of this study revealed that there is significant relationship between student participation and student academic performance. This result support the finding of mal pass (1983) who stated that interest towards field trip is related to achievement but not related to achievement measured by standardized test. Moreso, Onukak (2010)

maintained that the interest of students to *participate* actively enables them to see things in their natural situation; *offer opportunity to* see for themselves correlate and appreciate things stimulate learning and j allow for more retention in the subject matter. Finally, the third finding of the study revealed that there is significant I relationship between availability of resources and student academic performance. This result support the finding of Inyang Abia (2004) who stated that availability of resources such community resources aid adequate learning by the target audiences directly. To him this community resources forms the basis of knowledge from learning experiences in student on the field trip.

6.0 Conclusion

From the result of the analysis of data it is observed that teacher extent of utilization of field trip is influence by some **variables**, in order words, we now have the following hypothesis; there is a significant influence of teachers frequent used of fieldtrip in teaching social studies; there is also significant effects of students interest in participating during field trip and teachers utilization of field trip in teaching social-studies and there is a significant positive influence of the location of the school and teacher’s utilization of field trips in teaching social-studies. The reasons for these are given and supported in previous studies carried out by other

scholars/researchers as seen in the review of related literature in the study.

7.0 Recommendations

1. Teachers should do all they can to help utilized and stimulate students develop interest (positive) towards; their participation during field work. This should be done by giving reinforcement for job well done in form of hugs, smile gift and praises.
2. Teachers should improve necessary material needed to perform their teaching assignment and to facilities teaching through field trip, teachers should assist and develop healthy condition with their students during field trip, tone educational facilities such as libraries refectories workshops and laboratories should be provided adequately to facilitate the effective implementation of national policy on education.

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