



## Effects of Using Field Trip Technique to teach Drug Abuse on the Academic Achievement of Upper Basic Students in Social Studies in Pankshin, Plateau State, Nigeria

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**Abstract.** This study investigated the effects of using field trip technique to teach drug abuse on the academic achievement of Upper Basic Education students in Social Studies in Pankshin Local Government Area of Plateau State. The quasi-experimental research design was adopted for the study. One objective, one research question and one hypothesis guided the study. The population of the study was made up of 1,202 Upper Basic two students in Pankshin local government area of Plateau State. Purposive sampling technique was used to select two schools for the study; the sample used was 90 students from two intact classes. The instrument used for the study was the Social Studies Field Trip Test (SOSFTT). The reliability of the instrument was established using test-retest and Cronbach Alpha methods of reliability which yielded reliability index of 0.81 for the SOSFTT. The statistical tools used in answering the research questions were percentage, mean and standard deviation. The findings revealed that field trip technique enhances students' academic achievement in learning drug abuse as a topic compared to the lecture method. Based on these findings, it was recommended among others that efforts must be made by educational stakeholders to utilize the use of field trip technique in teaching drug abuse as a topic in social studies Upper Basic secondary schools, because the technique will enhance students' high achievement in the topic.

**Keywords:** Academic Achievement, Drug Abuse, Field Trip Technique, Social Studies.

### 1. Introduction

Education is seen as an instrument for development to all nations who desire rapid growth and advancement in technology, economic, social, political and other spheres of life. Thus, the education policy and curriculum of every nation is designed to meet the national goals and objectives of each country. The core disciplines of the 9-year

Basic Education Curriculum include; English Language, Arithmetic and Social Studies education among others. Social Studies Education is considered core among these subjects because its contents constitute the values, morals, beliefs and the desired way of behaviour of the society the students are expected to acquire.

Social Studies as a subject is one of the core subjects offered at Junior Secondary School level of the Nigerian education system. It is placed after Mathematics, English and Basic Science because of its capacity to equip the students to be conscious of their nation, culture and instill in them the desired morals, values and attitudes of the society. The Nigerian Educational Research and Development Council designed the curriculum to be taught from JSS 1 to JSS 3 (NERDC, 2007). To support the declaration of the 9-year Basic Education programme, the Nigerian government, through the National Council on Education (NCE) directed the NERDC to restructure and re-align the existing Primary and Junior Secondary Curricula to meet the target of the 9-year Basic Education in the Context of the National Economic Empowerment and Development Strategies (NEEDS), the Millennium Development Goals (MDGs) and Sustainable Development Goals (SDG). This led to the development of Social Studies curriculum that captured contents on emerging issues like value orientation, peace and dialogue, human right education, HIV and AIDs, Entrepreneurial Skills and drug abuse among others (NERDC, 2007).

Drug abuse is the intake of any natural or artificially made chemical which is used as medicine without the prescription of a professional doctor or physician. Such substances are either natural or artificial things that are used or taken by people for the purpose that is often best known to them. Substances like hemp, heroin, cocaine, morphine are declared illegal but the most unfortunate thing is that, it is the illegal drugs that

many people desire to take into their body for enjoyment or pleasure. Drug abuse can have effects on the individual, the community and the international community. It is one of the topics that is taught in Social Studies.

In spite of the relevance of Social Studies, students' achievement in the subject shows a growing decline. There is a continuous fluctuation in students' achievement in both internal and external examinations in Social Studies. The situation is evident in Plateau State where there is a continuous fluctuation in students' achievement in both standardized and teacher made examinations in Social Studies. For instance, BECE Chief Examiner's report, (2016 & 2018) indicated that there is students' low achievement in Social Studies. From 2016 to 2017, there was 70% decrease in achievement, there was 2% increase from 2017 to 2018 while from 2018 to 2019, there was 10% decrease in achievement (BECE, 2019). This implies that the attainment of the objectives of Social Studies have not been feasible due to social issues such as drug abuse.

Many reasons have been advanced for this fluctuating state of students' achievement in Social Studies. Some of the reasons for the students' poor achievement in the subject have been attributed to the low quality of teachers and wrong application of teaching strategies and techniques (Busola, 2011). This may be because the teachers who are the implementers of curriculum do not possess the competencies to produce the desired results. In addition, there has also been an increased criticism that employing the traditional lecture method of teaching Social Studies has been one of the reasons for low achievement in the subject. The field trip technique of teaching was seen as necessary for instruction in some Social Studies topics such as drug abuse in the curriculum contents.

The field trip is one technique in Social Studies that encourages firsthand knowledge of the students about the subject contents. It involves visits to places outside the regular classroom and are carefully planned to help the students achieve better in difficult Social Studies contents areas that allows students to discover things themselves. It is in the line of this thought that Ganiyu (2016) disclosed that the field trip technique is comprehensive, systematic, tasking and expensive.

Considering Ganiyu's view, field trip is comprehensive because it involves a whole lot of arrangement and stakeholders in the planning process. It is systematic because of the step-by-step procedure in its execution, tasking because it is time demanding. Thus, most teachers of secondary schools are lazy and not creative to put forward a plan for field trip. While it is true that jamboree and

entertainment are parts of the reasons for field trip, teachers should not fail to evaluate the extent of achievement of students in class when they make use of the field trip technique. Ogunlade (2017) revealed that teachers have lukewarm attitudes towards using field trip and that most teachers in all fields including Social Studies do not use the technique as required. Lesley and Gallo (2015) however found that there is no significant effect of field trip on students' achievement.

Attempts have been made by several scholars to unravel the factors responsible for the poor achievement in Social Studies that are related to problem of poor teaching in Social Studies (Mezeobi, 2012). Though, there is none or little research where field trip learning technique was employed particularly in Plateau State to improve Upper Basic students' achievement in Social Studies. The inconsistency in achievement of students in Social Studies is attributed to a number of factors including teachers' teaching methods to meet students' abilities. Therefore, whether the use of field trip learning technique in teaching drug abuse will motivate students to learn and thereby helping to improve students' achievement in Social Studies is an issue this present study will address.

### 1.1 Objective of the Study

The objective of this study was to:

- Find out the achievement of Students taught drug abuse using field trip technique and those taught with lecture method in Pankshin Local Government Area of Plateau State.

### 1.2 Research Question

The following research question guided the Study:

- What are the post-test achievement mean scores of students in drug abuse when exposed and not exposed to field trip technique?

### 1.3 Hypothesis

The following hypothesis was formulated and was tested at 0.05 level of significance:

- There is no significant difference between the posttest drug abuse mean scores of students exposed to field trip technique and those not exposed.

## 2. Literature Review

Social Studies was defined as a spiral ecological study which starts from the self, to the family, hamlet, village, town, district, Local Government

Area, State, Continent and world (Kazi, 2017). In the views of Omoobas, 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. Social Studies may be simply defined as an “integrative field of study which probes man’s symbolic relationship with his environment endows man with the reflective or contemplative capacities, intellectual, effective, social and work skills, to enable him understand his world and its problems and to nationally solve or cope with them for effective living in the society (Meziebi, Fubara & Meziebi, 2008).

From the above various concepts and definitions of Social Studies, Social Studies can therefore be summarised as a discipline or area of study, centered on man and everything that occurs around him. It seeks to address man’s common societal problems. This it does by instilling the desired values, attitudes, skills and knowledge for effective citizenship. Social Studies is an integrated, multidisciplinary and inter disciplinary area of studies that promotes centripetal forces and discourages centrifugal forces in the society. Balyejusa (2011) rightly asserted that the scope of Social Studies will remain an ever-changing area given the factors of space, time and human development.

Social Studies discipline has a variety of techniques of teaching; some of such techniques include, group discussion, panel discussion and field trip techniques amongst others. Field trip is an excursion taken outside the classroom for the purpose of making relevant observation and also for obtaining some specific information (Buhari, 2017). A well organized and planned field trip affords the students the opportunity to become actively engaged in the teaching and learning process. Field trip is therefore a valuable technique of teaching as it provides the most realistic means for studying real things and practical processes (Abdullahi, 2012). Oyetunde (2017) disclosed that for field trips to be effective, the students must have a clear idea of what they are going for and why.

Field trip technique of teaching is a planned and organized academic endeavour that takes place outside the four walls of the classroom that offers both teachers and learners’ firsthand information on people, places and things for the permanency of learning experiences (Adesoji, 2018). Garner and Gallo (2015) further revealed that popular field trip sites include; arms of government like executive, legislative and judiciary, media houses, railways,

companies, hospitals, packs, museums, factories, markets, hills and mountains, rivers, seas, peoples and archives. It basically involves trips to places, people and things. It can be used to teach many topics in social studies. One of the topics is drug abuse. This explains why Bolaji (2014) discovered that the field trip technique of teaching greatly influences the academic achievement of secondary school students.

There are different strategies and approaches to organizing field trips. Some require short term planning while some require long term planning, depending on the topic and the place, thing or person to visit. However, many researchers hold an idea that in the field of Social Studies, it is more educationally beneficial for teaching and learning when it is organized as a three-part learning (Salihu, 2015). The three-part stages of organizing field trip include; pre-field-trip activities, the field trip, and the post field trip activities. These three stages are logically connected.

According to Anekwe (2016), Academic achievement is something which has been accomplished successfully, especially by means of exertion, skill, practice or perseverance. Achievement is seen as a test for the measurement and comparison of skills in various fields of academic studies. It involves the determination of the degree of attainment on individual tasks, courses or programmes to which the individuals were sufficiently exposed. Academic achievement is commonly measured by assigning scores to the outcome of continuous assessments and examinations. Ndioho (2017) revealed that the scores students obtain at the end of every academic endeavour gives an idea of their achievements. Thus, social studies as a discipline or subject taught in Upper Basic Level of education in Nigeria is also graded at the end of every year. At the level of Basic Education Certificate Examination (BECE), the grades obtained by the students are simply their achievements.

Factors affecting students’ academic achievement in Social Studies as presented in the study of Marione (2015) include the non-availability of laboratory. Field trip is seen to be important to the teaching of Social Studies; Drug abuse is one of the topics in social studies that can be taught using field trip technique. This study therefore filled that gap by carrying out a study on the effects of using the Field Trip technique to teach drug abuse on the academic achievement of Upper Basic Students in Social Studies in Pankshin, Plateau State, Nigeria.

Methodology

The quasi experimental research type was adopted for the study, specifically, the non-equivalent pre-

test, post-test, control group design. The design is suitable for a study where from the onset, full experimental control is lacking (Gall, Gall, & Borg, 2017). The authors further explained that Quasi-experimental design employs at least two groups of research participants, one of which is the control group who receives either no treatment or alternative treatment, while treatment is given to the experimental group, in order to determine the effect of treatment on participants' post-test achievement. It is used when a study intends to make use of intact groups without interrupting the normal school setting.

The population of the study consisted of all the 1,202 Upper Basic 2 students from the 25 public schools in Pankshin Local Government Area. The population comprised 665 boys and 537 girls. The sample of the study consisted of 90 students from 2 intact classes from 2 public schools in Pankshin Local Government Area. Out of the 2 schools, one was used as experimental group and the other school as the control group. Purposive sampling technique was used to obtain 2 public schools with comparable characteristics in Pankshin Local Government Area. The 2 schools that were sampled were randomly assigned to experimental and control groups. Being a quasi-experimental study, all the Upper Basic two students offering social studies in the two schools were used in the study. The intact class in school A

was used as experimental group while the intact class in school B was used as the control group because each of the schools has only one arm of upper Basic 2 class offering social studies. One instrument was used for collecting data for the study. The instrument was Social Studies Field Trip Test (SOSFTT). SOSFTT consists of two sections, A and B. Section A seek demographic data of the respondents namely; name of school, gender and school type. Section B constitutes 50 four-option multiple choice items from the Social Studies topic of drug abuse which is related to social issues and problems in Nigeria. Each of the 50 multiple choices carried 2 marks to make up 100% for each participant.

To ensure the content validity of the instruments, the judgment of four experts in the areas of Social Studies Education, Research, Measurement and Evaluation units were sought using the University of Jos Faculty of Education expert evaluation form. In this study, the reliability of the instrument was established using Cronbach alpha method and a coefficient of 0.925 was obtained. Any coefficient between 0.7 and above is generally accepted as a sign of acceptable reliability. The study used both descriptive and inferential statistics for data analysis. The Statistical Package for Social Sciences (SPSS) version 22.5 software was used to analyze the data collected. Percentages, mean and standard deviation were used in answering the research questions.

### 3. Results

**Research Question One:** What are the post-test achievement mean scores of students in drug abuse when exposed and not exposed to field trip technique? The result was computed and presented in Table 1.

**Table 1:** Posttest achievement of JS II Students in Drug Abuse in the Experimental and Control Groups

Group	N	After Mean	SD	$\bar{x}$ - Difference
Experimental	60	66.20	13.71	25.93
Control	52	40.27	11.26	

Data in Table 5 reveals the post-test mean score of Upper Basic students in drug abuse in the experimental and control groups. From the result, the post-test mean score of the experimental group was ( $\bar{x} = 66.20$ ,  $SD = 13.71$ ) which is higher than the mean score of the control group ( $\bar{x} = 40.27$ ,  $SD = 11.26$ ) with a mean difference of 25.93, indicating that the experimental group performed better than the control group in drug abuse. It then means that field trip technique does increase students' achievement in drug abuse.

**Hypothesis One:** There is no significant difference between post-test drug abuse mean scores of students exposed to field trip technique and those not exposed. The result was computed and presented in Table 2.

**Table 2:** ANCOVA Result on Posttest Drug Abuse Mean Scores of Students Exposed to Field Trip Technique and those not Exposed

Source	Type III Squares	Sum of df	Mean Square	F	p-value	Partial Eta Squared
Corrected Model	18948.208	2	9474.104	59.545	.000	.522
Intercept	29305.211	1	29305.211	184.183	.000	.628
Pre-drug abuse group	216.932	1	216.932	1.363	.245	.012
Error	17945.805	1	17945.805	112.789	.000	.509
Total	17342.899	109	159.109			
Corrected Total	364830.000	112				
	36291.107	111				

a. R Squared = .522 (Adjusted R Squared = .513)

Data in Table 2 revealed that ANCOVA was used to determine the difference between post-test drug abuse mean scores of students exposed to field trip technique and those not exposed. The main effect of experimental group yielded ( $\bar{X}$  = 66.20; SD = 13.71) and control group ( $\bar{X}$  = 40.27; SD = 11.26);  $F(1, 109) = 112.79$ ,  $P < 0.05$ , partial  $\eta^2 = .509$ . Since the p value of .000 is less than the 0.05 level of significance with an effect size of 51%, the null hypothesis was rejected. This indicates that the drug abuse mean score of students in the experimental group significantly differ from that of the control group. The result reveals that the experimental group performed better than the control group. The result further reveals an adjusted R squared value of .513 which means that 51.3 percent of the variation in the dependent variable which is students' achievement in drug abuse is explained by variation in the treatment of field trip technique, while the remaining is due to other factors not included in this study. Table 3 shows the result of Sidak Post hoc comparison of difference between the drug abuse mean score of the experimental and control groups.

**Table 3:** Result of Sidak Post hoc Comparison of Difference between the Drug Abuse Mean Score of the Experimental and Control Groups

I	J	X-diff. (I - J)	Std. Error	P-value
Experimental	Control	25.58	2.41	0.000

$P < 0.05$

The Sidak post hoc test in Table 3 confirms that the corrected difference between experimental group and control group was statistically significant,  $(I - J) = 25.58$ . Hence, we can say that field trip technique do increase students' achievement in drug abuse.

#### 4. Discussion of Findings

The findings on the achievement of students taught drug abuse in Social Studies using field trip technique and those taught with lecture method revealed that field trip technique was found to be effective in improving the achievement of Upper Basic school students in Social Studies as indicated in the Post-test result that there is significant difference between the achievements of students in the experimental and control groups in Social Studies in favour of the experimental group. The findings contradicted that of Lesley and Gallo (2015) who found that there is no significant effect of field trip on students' achievement. Bolaji (2014) however conducted a research on the influence of field trip technique of teaching on the academic achievements of social studies students and discovered that the field trip technique of teaching greatly influences the academic achievements of secondary school students in Lokoja, Kogi State. Ogunlade (2017) found that field trip technique was effective in improving achievement in various subjects and topics such as drug abuse.

#### 5. Conclusion and Recommendation

Based on the findings of the study which revealed a better academic achievement of Social Studies students who were taught drug abuse using the Field Trip Technique compared to those who were taught with the Lecture Method, it can be concluded that the field trip technique is a better technique of teaching drug abuse compared to the

lecture technique. This means that students' academic achievement in drug abuse can be enhanced through the use of Field Trip Technique.

It is therefore recommended that the field trip technique should be adopted by the relevant stakeholders in the education sector to teach drug abuse to Upper Basic Social Studies students. For this to be effective, it is further recommended that adequate funding should be provided by government, Parents Teachers' Associations and well spirited individuals, this will go a long way in ensuring the success of the field trip technique in teaching drug abuse as a topic in social studies for Upper Basic Students.

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