UNIAFRICA JOURNAL OF EDUCATION (APRIL, 2026), VOLUME 5, ISSUE 3.
ISSN: 2971-6004
https://www.uniafricajournalofeducation.com

IMPACT OF THE FIELD TRIP TEACHING STRATEGY ON SOCIAL STUDIES ACADEMIC PERFORMANCE IN EDO STATE

OSAGIE EGUAGIE
Department of Curriculum and Instructional Technology,
Faculty of Education, University of Benin, Benin City, Nigeria
osagie.eguagie@uniben.edu
08056166108

Abstract
This study examined the effect of the field trip teaching strategy and the conventional teaching strategy on students' academic performance in Social Studies in Edo State. The study adopted a pretest–posttest non-equivalent control group design, a subtype of quasi-experimental design structured into a 2 × 2 factorial matrix involving instructional strategies (field trip and conventional) and gender (male and female). Three objectives, research questions, and hypotheses guided the study. The population comprised all Upper Basic II students offering Social Studies in public secondary schools in Edo State. A sample of 300 students was selected using a multistage sampling technique from four public secondary schools in two local government areas. Data were collected using an instrument titled Field Trip Teaching Strategy on Social Studies Academic Performance Questionnaire (FTSSSAPQ) developed by the researcher. The instrument consisted of 40 multiple-choice items designed to measure students' academic performance in selected Social Studies topics. The instrument was validated by three experts in Social Studies Education and Measurement and Evaluation from the University of Benin. A pilot study was conducted using 30 students outside the sampled schools, and reliability was determined using Kuder–Richardson Formula 20 (KR-20), which yielded a coefficient of 0.84. Data collection lasted six weeks and involved pretest, treatment, and post-test administration. Mean and standard deviation were used to answer research questions, while ANCOVA and Two-Way ANCOVA were used to test the hypotheses at the 0.05 level of significance. The findings revealed that students taught using the field trip strategy performed significantly better than those taught using the conventional method. The study recommended increased use of field trip strategies in Social Studies teaching.

Keywords: Field Trip Teaching Strategy, Conventional Teaching Method, Academic Performance, Social Studies, Gender Differences.

Introduction
Social Studies education occupies a vital position in preparing learners to become responsible citizens, promoting national integration, and equipping them with the knowledge and skills necessary for effective socio-economic participation in Nigeria. In Nigeria, Social Studies is seen as a critical tool for providing students with the knowledge, skills, attitudes, and values required for effective citizenship. Social Studies is a school topic that aims to help pupils comprehend their surroundings, develop critical thinking abilities, and foster responsible civic behaviour. It introduces students to societal topics such as governance, culture, economics, the environment, and human relationships, preparing them to function effectively in a dynamic and interdependent society. Despite the recognized relevance of Social Studies in accomplishing national objectives, educators and stakeholders continue to express concern about students' academic performance in the subject. Empirical evidence has indicated that students often record low achievement in Social

Studies in Nigerian schools. For instance, a study conducted in Calabar Municipal Council, Cross River State revealed that students' low academic achievement in Social Studies was largely linked to the inadequate availability of instructional resources in schools. The study showed that the absence of essential teaching and learning materials limited effective instruction and students' understanding of Social Studies concepts, thereby contributing to poor academic performance in the subject (Nwafor et al., 2024). One important contributing reason to this challenge is the continued use of traditional teaching methodologies, particularly the lecture approach. The lecture style is mostly teacher-centered, limiting students' active participation in the educational process. As a result, students may fail to apply theoretical classroom knowledge to real-world situations, which can impair their comprehension, retention, and academic achievement.

According to Tronchoni et al. (2022), the lecture method is a conventional teaching approach in which knowledge is primarily transmitted from the teacher to students through verbal explanation, with learners playing a largely passive role in the learning process. Similarly, Kozanitis and Nenciovici (2023) defined the traditional lecture method as a teacher-centred instructional strategy in which the instructor presents course content directly to students, while learners mainly receive information rather than actively participating in learning activities. In spite of the challenges in instructional pedagogy, educational researchers have emphasized the need for learner-centred and activity-based instructional strategies capable of enhancing students' engagement and academic achievement. One of such strategy is the field trip teaching strategy. Field trips involve taking students outside the classroom to real-life environments such as historical sites, museums, government institutions, markets, and environmental locations. This approach promotes experiential learning by allowing students to observe, interact, and participate directly in the learning process. Field trip is an experiential instructional strategy that involves taking students outside the conventional classroom environment to real-life settings in order to achieve specific learning objectives. It enables learners to observe, explore, and interact directly with the phenomena being studied, thereby bridging the gap between theory and practice.

Luah et al. (2025) defined field trips as a practical teaching strategy that exposes students to real-world events connected to classroom learning and improves knowledge through direct observation and hands-on experience. Okon & Ekpo (2022) saw field trips as a learner-centred instructional strategy that promotes active engagement and enhances both academic performance and students' attitudes toward learning. Similarly, Sunday et al. (2025) emphasised that field trips combine classroom education with practical experience outside of the classroom, fostering curiosity, meaningful learning, and improved knowledge retention. Empirical research seems to suggest that field trip tactics improve students' academic performance in Social Studies. According to Nwankwo (2020), pupils who were taught through educational field trips performed better on average than those who were taught through lectures. According to Koçoğlu and Haidari (2025), pupils who participated in field trips outperformed those who received traditional classroom education in terms of academic performance. Obiora (2012) also confirmed that innovative and activity-based teaching methods greatly improve students' academic achievement when compared to standard lecture approaches.

Academic performance is an important variable in this study since it is the primary indicator utilized to assess the effectiveness of the field trip teaching approach vs the traditional teaching technique on students' learning outcomes in Social Studies. Academic performance represents the amount to which students have met the learning objectives of a specific subject following teaching. It is often assessed using test scores, examination outcomes, or other techniques that evaluate pupils' cognitive achievement. According to Cotelnic (2022), academic performance, particularly in the university setting, refers to students' level of achievement in respect to educational objectives and learning standards. The author emphasized that educational success is the consequence of learning activities and is frequently evaluated using measurable indicators such as exam scores and academic accomplishment. Similarly, Oliso et al. (2024) identified

academic performance as a key indication of excellent education, signifying students' success in learning activities and assessment exercises. The authors emphasized that academic performance represents students' mastery of instructional content and ability to apply acquired information in academic evaluations. Furthermore, Panadero et al. (2023) defined academic performance as students' accomplishment outcomes as a result of instructional procedures, which are frequently monitored with structured assessment instruments such as tests, rubrics, and exams. The authors observed that academic performance is influenced by instructional tactics, learning environment, and students' self-regulation ability.

In addition to teaching technique, gender has emerged as an essential element that may influence learning outcomes and perhaps alter the association between instructional method and academic performance. Gender refers to the set of characteristics associated with femininity and masculinity, as well as the differences between the two. The World Health Organization (2017) defines gender as the socially created roles, behaviours, expressions, and identities of girls, women, boys, men, and gender-diverse people. It influences how people view themselves and others, interact, and distribute power and resources in society. Gender identity is not binary and can vary across cultures and over time. Gender, as a moderating element in this study, may influence students' responses to field trip instructional tactics. Differences in socialization patterns, learning preferences, interaction styles, and openness to new experiences may influence the extent to which male and female students gain from experiential learning strategies. Akeusola et al. (2021) discovered that female students are more approachable and understanding in terms of views and social issues, which may impact their participation in socially orientated topics such as Social Studies. However, research studies have yielded conflicting conclusions about gender variations in academic attainment.

According to Nkok (2022), the interaction effect between gender and teaching technique was not significant, but teaching approaches had a substantial impact on students' academic achievement. In a similar vein, Adeyemi (2012) discovered that while teaching technique significantly affected students' social studies achievement, the combination between gender and teaching method did not significantly affect results. These results imply that although gender may influence students' educational experiences, a student's gender may not always have an impact on how well field trip tactics work. Furthermore, multiple studies have shown that field trip strategies outperform traditional methods, more research is needed to investigate the moderating influence of gender in Nigeria. Variations in school surroundings, teacher competence, instructional resource availability, and socio-cultural dynamics can all have an impact on both instructional effectiveness and gender-based learning. As a result, the purpose of this study is to evaluate the impact of the field trip teaching method on students' academic performance in Social Studies in Edo State, as well as to look at gender as a moderating variable in the relationship between teaching strategy and academic achievement.

Purpose of the Study

The main purpose of this study was to examine the effect of the field trip teaching strategy and the conventional teaching strategy on students' academic performance in Social Studies in Edo State. The specific objectives of the study are to:

1. Ascertain the difference between the pretest and post-test mean academic performance scores of students taught Social Studies using the field trip teaching strategy and those taught using the conventional teaching strategy.
2. Determine the difference in the academic performance scores of male and female students taught Social Studies using the field trip teaching strategy and the conventional teaching strategy.
3. Investigate the interaction effect of teaching strategies and gender on students' academic performance in Social Studies.

Research Questions
The following research questions guided the study:

1. What is the difference between the pretest and post-test mean academic performance scores of students taught Social Studies using the field trip teaching strategy and those taught using the conventional teaching strategy?
2. What is the difference in the academic performance scores of male and female students taught Social Studies using the field trip teaching strategy and the conventional teaching strategy?
3. What is the interaction effect of teaching strategies and gender on students' academic performance in Social Studies?

Hypotheses
The following hypotheses were tested at 0.05 level of significance:

1. There is no significant difference between the pretest and post-test mean academic performance scores of students taught Social Studies using the field trip teaching strategy and those taught using the conventional teaching strategy.
2. There is no significant difference in the academic performance scores of male and female students taught Social Studies using the field trip teaching strategy and the conventional teaching strategy.
3. There is no significant interaction effect of teaching strategies and gender on students' academic performance in Social Studies.

Methodology
This study adopted the pretest–posttest non-equivalent control group design, which is a subtype of quasi-experimental design structured into a 2 × 2 factorial design matrix. The design consisted of two instructional strategies (Field Trip Strategy and Conventional Strategy) and gender (male and female). The design enabled the researcher to determine the main effects of instructional strategies and gender, as well as their interaction effect on students' academic performance in Social Studies. The population of the study comprised all Upper Basic II students offering Social Studies in public secondary schools in Edo State. A total of 300 students participated in the study. The sample was selected using a multistage sampling technique. First, four public secondary schools were randomly selected from two local government areas in Edo State. Intact classes were used to avoid disrupting the normal school setting. The selected students were assigned into two groups: the experimental group (150 students) exposed to the field trip teaching strategy, and the control group (150 students) taught using the conventional lecture method. The primary instrument used for data collection was a questionnaire titled 'Field Trip Teaching Strategy on Social Studies Academic Performance Questionnaire (FTSSSAPQ), developed by the researcher. The instrument consisted of 40 multiple-choice items based on teaching strategies. Each item had four options (A–D) with only one correct answer. The instrument was designed to measure students' cognitive achievement in Social Studies concepts taught during the study.

To ensure validity, the instrument was subjected to face and content validation by three experts: two specialists in Social Studies Education and one expert in Measurement and Evaluation from the University of Benin. Their suggestions led to modification of ambiguous items and proper alignment of the test with curriculum objectives and research questions. A pilot study was conducted using 30 students from a school outside the sampled schools. The reliability of the instrument was determined using the Kuder-Richardson Formula 20 (KR-20), which yielded a reliability coefficient of 0.84, indicating that the instrument possessed high internal consistency. Data collection lasted for six weeks and was carried out in three phases. In the first phase, the test was administered as a pretest to both the experimental and control groups to determine their baseline equivalence. In the second phase, treatment was administered. The experimental group (150

students) was taught selected Social Studies topics using the field trip teaching strategy, which involved organized visits to relevant community sites, guided observations, structured worksheets, and follow-up classroom discussions. The control group (150 students) was taught the same content using the conventional lecture method. Both groups were taught by qualified Social Studies teachers under the supervision of the researcher to ensure uniformity in content delivery. In the third phase, the test was re-administered as a post-test to both groups to measure students' academic performance after the treatment.

Ethical approval was obtained from the Edo State Ministry of Education, and permission was granted by the principals of the selected schools. Students were informed about the purpose of the study and assured of confidentiality and anonymity. Participation was voluntary, and no personal identifiers were collected. Data collected from the pretest and post-test were analyzed using descriptive and inferential statistics. Mean and standard deviation were used to answer the research questions. For hypothesis testing, Analysis of Covariance (ANCOVA) was used to compare post-test scores while controlling for pretest differences. Two-Way ANCOVA was further employed to determine the interaction effect of instructional strategies and gender on students' academic performance. All hypotheses were tested at the 0.05 level of significance using SPSS version 23. Through this methodological framework, the study rigorously examined the effectiveness of the field trip teaching strategy in improving students' academic performance in Social Studies in Edo State compared to the conventional teaching method.

Table 1: Design of the Study

Groups (Instructional Strategies)	Pretest	Treatment	Posttest
Field Trip Group	O_1	X_1 (Field Trip Strategy)	O_2
Conventional Group	O_1	X_2 (Conventional Strategy)	O_2

Key:
O_1 = Pretest observation for both groups
O_2 = Posttest observation for both groups
X_1 = Field Trip Teaching Strategy (Experimental Group – 150 students)
X_2 = Conventional Teaching Strategy (Control Group – 150 students)

Table 2: Sample Distribution by Group, School Location and Sex

Instructional Strategy	School	Location	Male	Female	Total
Field Trip	A	Urban	40	35	75
	B	Rural	45	30	75
Total (Field Trip)			85	65	150
Conventional	C	Urban	38	37	75
	D	Rural	42	33	75
Total (Conventional)			80	70	150
Grand Total			165	135	300

Source: Edo State Post Primary Schools Board (2023 Census)

Results

The results of the study are presented in line with the research questions and hypotheses tested at 0.05 level of significance.

Research Question One: What is the difference between the pretest and post-test mean academic performance scores of students taught Social Studies using the field trip teaching strategy and those taught using the conventional teaching strategy?

Table 3: Mean and Standard Deviation of Students' Academic Performance based on Instructional Strategy

Groups	N	Pretest Mean	SD	Posttest Mean	SD	Mean Gain
Field Trip	150	13.12	4.36	18.48	4.92	5.36
Conventional	150	12.89	4.51	14.76	3.88	1.87

Table 3 shows that students exposed to the field trip teaching strategy had a pretest mean score of 13.12 (SD = 4.36) and a post-test mean score of 18.48 (SD = 4.92), resulting in a mean gain of 5.36. Students taught using the conventional teaching strategy had a pretest mean of 12.89 (SD = 4.51) and a post-test mean of 14.76 (SD = 3.88), with a mean gain of 1.87.

This indicates that students taught using the field trip strategy achieved higher academic improvement compared to those taught using the conventional method.

Hypothesis One: There is no significant difference between the pretest and post-test mean academic performance scores of students taught Social Studies using the field trip teaching strategy and those taught using the conventional teaching strategy.

Table 4: ANCOVA Summary of Students' Academic Performance Based on Instructional Strategy

Source	Type III Sum of Squares	df	Mean Square	F	Sig.	Partial Eta Squared
Corrected Model	1824.563a	2	912.282	29.847	.000	.169
Intercept	10284.771	1	10284.771	336.491	.000	.532
Pretest (Covariate)	214.336	1	214.336	7.010	.009	.023
Strategy	1546.782	1	1546.782	50.593	.000	.147
Error	9042.118	297	30.445			
Corrected Total	10866.681	299				

a. R Squared = .169 (Adjusted R Squared = .162)

Table 4 reveals that F(1, 297) = 50.593, p = .000, which is significant at 0.05 level. Therefore, the null hypothesis is rejected. This means that there is a significant difference in the academic performance of students taught using the field trip teaching strategy and those taught using the conventional teaching strategy. The field trip strategy accounted for 14.7% of the variance in students' academic performance.

Research Question Two: What is the difference in the academic performance scores of male and female students taught Social Studies using the field trip teaching strategy and the conventional teaching strategy?

Table 5: Mean and Standard Deviation of Students' Academic Performance Based on Sex

Groups	Sex	N	Pretest Mean	SD	Posttest Mean	SD	Mean Gain
Field Trip	Male	85	13.05	4.22	19.02	5.01	5.97
	Female	65	13.21	4.48	17.79	4.63	4.58
Conventional	Male	80	13.10	4.70	14.92	3.95	1.82
	Female	70	12.63	4.30	14.59	3.80	1.96

Table 5 indicates that both male and female students in the field trip group recorded higher mean gains compared to their counterparts in the conventional group. Male students in the field trip group had the highest mean gain (5.97), followed by females in the same group (4.58).

Hypothesis Two: There is no significant difference in the academic performance scores of male and female students taught Social Studies using the field trip teaching strategy and the conventional teaching strategy.

Table 6: ANCOVA of Students' Academic Performance Based on Sex

Source	Type III Sum of Squares	df	Mean Square	F	Sig.	Partial Eta Squared
Corrected Model	1968.334a	3	656.111	18.772	.000	.160
Intercept	9984.221	1	9984.221	285.744	.000	.490
Pretest (Covariate)	198.770	1	198.770	5.683	.018	.019
Sex	236.459	1	236.459	6.763	.010	.022
Strategy	1488.593	1	1488.593	42.587	.000	.125
Error	10190.442	296	34.425			
Corrected Total	12158.776	299				

a. R Squared = .160 (Adjusted R Squared = .151)

Table 6 shows that F(1, 296) = 6.763, p = .010, which is less than 0.05. Therefore, the null hypothesis is rejected. This indicates that there is a significant difference in the academic performance of male and female students taught Social Studies using the two instructional strategies, although the effect size is relatively small (2.2%).

Research Question Three: What is the interaction effect of teaching strategies and gender on students' academic performance in Social Studies?

Table 7: Mean of Interaction Effect of Instructional Strategies and Gender on Post-test Scores

Instructional Strategy	Gender	N	Post-test Mean	SD
Field Trip	Male	85	19.02	5.01
	Female	65	17.79	4.63
Conventional	Male	80	14.92	3.95
	Female	70	14.59	3.80

Hypothesis Three: There is no significant interaction effect of teaching strategies and gender on students' academic performance in Social Studies.

Table 8: Two-Way ANCOVA Result on Interaction Effect of Instructional Strategies and Gender

Source	Sum of Squares	df	Mean Square	F	p-value	Decision
Strategy	1675.88	1	1675.88	48.12	.000	Significant
Gender	74.22	1	74.22	2.13	.146	Not Significant
Strategy * Gender	21.67	1	21.67	0.62	.432	Not Significant
Error	10318.34	296	34.86			
Total	13674.11	299				

From Table 8, the p-value for the interaction between instructional strategy and gender is 0.432, which is greater than 0.05. Therefore, the null hypothesis is not rejected. This implies that there is no significant interaction effect of instructional strategies and gender on students' academic performance in Social Studies

Discussion of Findings

The findings of this study revealed a significant difference in the academic performance of male and female students taught Social Studies using the field trip and conventional teaching strategies. This indicates that gender had an influence on students' academic achievement under the two instructional approaches. Although both male and female students benefited from instruction, variations were observed in their performance levels. This finding is consistent with the study conducted by Jones and Washko (2022**)** which found a positive effect of field trip strategies on students' performance in Social Studies and reported that while both male and female students improved, slight differences were observed in their achievement scores. Similarly, Akeusola et al. (2021) found that gender differences can occur in academic performance depending on the instructional strategy adopted. Their study noted that although innovative teaching methods enhance achievement for all learners, male and female students may respond differently due to variations in learning styles and engagement patterns. However, the findings also suggest that the influence of gender was relatively small when compared to the effect of instructional strategy. This implies that while gender differences exist, the method of teaching remains the more critical factor in determining students' academic performance in Social Studies.

The study further revealed that instructional strategy significantly influenced students' academic achievement. Students taught using the field trip teaching strategy recorded higher post-test mean scores than those taught using the conventional lecture method. This confirms the superiority of experiential and activity-based learning over teacher-centred approaches in enhancing understanding and retention of Social Studies concepts. This finding aligns with the work of Nwankwo (2020)**,** who reported that students exposed to physical and virtual field trips achieved significantly higher academic performance than those taught using lecture methods. The study emphasized that field trips promote experiential learning, deeper understanding, and improved retention. In the same vein, Onyekpe and Ogbemudiare (2025) found that field trip instructional strategies significantly improved students' academic achievement in Social Studies compared to conventional classroom instruction. The author attributed this improvement to increased student engagement, motivation, and direct interaction with real-life learning environments. Additionally, studies by Nkok (2022) also confirmed that innovative and learner-centred teaching strategies significantly enhance students' academic achievement more than traditional methods. These findings collectively reinforce the position that field trip strategies provide practical exposure that strengthens conceptual understanding and academic performance.

Regarding the interaction effect, the findings showed that there was no significant interaction between instructional strategies and gender on students' academic performance. This implies that although instructional strategy independently influenced achievement and gender showed some level of difference, the combined effect of strategy and gender did not produce any additional impact on performance. In essence, the effectiveness of the field trip teaching strategy did not depend on whether the student was male or female. This finding agrees with Obafemi (2022), who reported no significant interaction effect between gender and teaching methods on students' academic achievement. The study concluded that innovative instructional strategies tend to benefit both male and female students in similar ways. Similarly, Khawwaf et al. (2024) found that although teaching methods significantly influenced students' academic performance, gender did not significantly moderate the effectiveness of the instructional strategy. The study emphasized that well-structured learner-centred approaches are inclusive and effective across gender groups.

Conclusion

The study investigated the effects of field trip and conventional teaching strategies, gender, and their interaction on students' academic performance in Social Studies in Edo State. The findings indicate that instructional strategy plays a major role in determining students' academic achievement, with the field trip teaching strategy proving more effective than the conventional lecture method. The study also revealed that gender has a significant influence on academic performance; however, the magnitude of this influence is relatively small compared to the impact of instructional strategy. Furthermore, there was no significant interaction between instructional strategies and gender, suggesting that the effectiveness of the field trip strategy operates independently of students' gender. It can therefore be concluded that the field trip teaching strategy is an effective and inclusive instructional approach for enhancing students' academic performance in Social Studies in Edo State.

Recommendations

Based on the findings of this study, the following recommendations are made:

1. Social Studies teachers should adopt the field trip teaching strategy more frequently, as it enhances students' understanding, engagement, and academic performance.
2. Curriculum planners should formally incorporate field trip activities into the Social Studies curriculum to ensure experiential learning becomes an integral component of instruction.
3. School administrators should provide adequate funding, logistical support, and administrative approval to facilitate well-organized educational field trips.
4. Teachers should receive professional development training on how to effectively plan, implement, and evaluate field trip instructional strategies.
5. Teachers should ensure inclusive participation during field trip activities so that both male and female students benefit equally from experiential learning opportunities.
6. Further studies should explore other moderating variables such as school location, class size, and socio-economic background to broaden understanding of factors influencing the effectiveness of field trip teaching strategies in Social Studies.

References

Akeusola, O., Adedini, S., & Folaranmi, A. (2021). Gender differences and students' academic achievement in Social Studies. *Journal of Social Science Education, 5*(2), 78–86.

Cotelnic, A. (2022). University performance: how we define it and how we measure it. *Eastern European Journal for Regional Studies (EEJRS), 8*(1), 21–29.

Jones, J. C, & Washko, S. (2022). More than fun in the sun: The pedagogy of field trips improves student learning in higher education. *Journal of Geoscience Education, 70*(3), 292–305.

Khawwaf, Z. Z., Mahdad, A., Gatfan, M. S., & Farhadi, H. (2024). The impact of learning strategies, self-efficacy perception, self-esteem, self-regulation, and academic achievement on academic motivation among students at The University of Dhi Qar: The moderating role of gender and the mediating role of psychological capital. *International Journal of Education and Cognitive Sciences, 5*(4), 150–164.

Klein, K., Calabrese, J., Aguiar, A., Mathew, S., Ajani, K., Almajid, R., & Aarons, J. (2023). Evaluating active lecture and traditional lecture in higher education. *Journal on Empowering Teaching Excellence, 7*(2), 6.

Koçoğlu, A., & Haidari, S. M. (2025). A three-level meta-analytic review of research on virtual field trips and their contribution to students' academic achievement. *Education and Information Technologies, 30*(9), 12735–12763.

Luah, S., Parmin, P., & Widiasih, W. (2025). Development of thematic learning using the field-trip method assisted by the surrounding environment to improve students' scientific literacy abilities. *Jurnal Penelitian Pendidikan IPA, 11*(1), 432–445.

Namagero Tendo, S. (2025). Student-centred teaching and learning new curriculum practices: A case of a rural public secondary school in Tororo district. *Interactive Learning Environments, 33*(6), 4082–4092.

Nkok, E. A. E. (2022). Interaction effect of gender and teaching methods on students' academic achievement. *International Journal of Innovative Education Research, 10*(1), 112–120.

Nwafor, P. I., Ekpoto, D. F., Akpama, V. S., & Ekpoto, R. D. (2024). Learning resources availability and students' academic performance in Social Studies in Calabar Municipal Council, Cross River State, Nigeria: Implication for Geography Education. *International Journal of Arts, Languages and Business Studies (IJALBS), 13*, 79–85.

Nwankwo, N. B. (2020). Effects of physical and virtual field trip strategies on students' academic performance in Social Studies. *Journal of Educational Research and Development, 14*(2), 97–108.

Obafemi, K. E. (2022). Effect of differentiated instruction on the academic achievement of pupils in mathematics in Ilorin West Local Government Area, Kwara State. *KWASU International Journal of Education (KIJE), 4*(1), 51–59.

Obiora, R. P. (2012). Interaction effect of gender and teaching method on students' academic achievement. *Journal of Educational Practice, 3*(8), 25–31.

Oladehinde, A. A. (2025). Effects of field trip method of teaching on public secondary school students' attitude toward biology in Kogi State, Nigeria. *International Journal of Arts, Communication and Pedagogy, 4*(2), 1–14.

Oliso, Z. Z., Alemu, D. D., & Jansen, J. D. (2024). The impact of educational service quality on student academic performance in Ethiopian public universities: a mediating role of students' satisfaction. *Journal of International Education in Business, 17*(2), 340–370.

Onyekpe, S. J., & Ogbemudiare, B. (2025). Effectiveness of field trip learning instructional strategy on achievement in Social Studies among primary school pupils in Delta State. *Kontagora International Journal of Educational Research, 2*(1), 308–323.

Panadero, E., Jonsson, A., Pinedo, L., & Fernández-Castilla, B. (2023). Effects of rubrics on academic performance, self-regulated learning, and self-efficacy: A meta-analytic review. *Educational Psychology Review, 35*(4), 113.

Sunday, G. I., Bassey, E. J., Essien, A. E., Udoh, U. S., & Paul, U. (2025). Teachers' perceptions of the integration of artificial intelligence tools in classroom instruction and academic performance in secondary schools in Akwa Ibom State, Nigeria. *ISIR Journal of Arts, Humanities and Social Sciences (ISIRJAHSS), 2*(2), 57–70.

Tronchoni, H., Izquierdo, C., & Anguera, M. T. (2022). A systematic review on lecturing in contemporary university teaching. *Frontiers in Psychology, 13*, 971617.

World Health Organization. (2017). Gender. *https://www.who.int/health-topics/gender*