INFLUENCE OF FIELDTRIPS AND VIDEO TECHNOLOGY METHODS ON STUDENTS' INTEREST IN SOCIAL STUDIES

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ABSTRACT: *The study examined the influence of fieldtrips and video technology on students' interest in Social Studies in Port Harcourt Local Government Area of Rivers State. One research question and a corresponding hypothesis guided the study. The study adopted the quasi-experimental design which made use of pre-test, post-test, non-randomized, non-equivalent, control group design. From a population of 6, 240 Social Studies students which are made up of 2, 467 males and 3, 773 females of 13 schools in Port Harcourt LGA, 195 JSS II Social Studies students of three intact classes randomly drawn from three Government co-educational Secondary Schools constituted the sample for the study. The instrument for data collection was a researcher constructed questionnaire, titled, "Social Studies Students Interest Questionnaire (SSSIQ)" which was designed on a 4 point Likert like scale of VGE= Very Great Extent, GE=Great Extent, LE=Low Extent, and VLE=Very Low Extent, with 10 items statement, requiring the students to state their interest level on the instructional strategies before and after the instruction. The instrument was validated and had a reliability coefficient of 0.63 through Pearson Product Moment Correlation technique for a measure of its stability over time. The study was conducted for seven (7) weeks but, the main instruction lasted for four (4) weeks. The pre-interest score and the post-interest scores were then subjected to statistical analysis via Mean, standard deviation and analysis of covariance (ANCOVA). The results obtained showed that there was an increase in the level of students' interest on both instructional strategies after been taught. Furthermore, there was no significant difference in the interest of Social Studies students taught with fieldtrips and those taught with video technology. Based on the finding, it was concluded that both methods of teaching equally influences students' interest in studying Social studies. Thus, it is recommended that educational policy makers should encourage the use of field-trips and video-technology which has the capacity of arousing students' interest, and this will in turn facilitate learning that will promote academic success*.

KEY WORDS: fieldtrips, video-technology, interest, social studies.

INTRODUCTION

Social Studies is an interdisciplinary subject which enables the learners to acquire wider knowledge of the surrounding complex phenomena and forces that influence man in his environment. Njoku (1993) defined Social Studies as an integrated field of study that probes man's environmental relationships and imbues man with high level intellectual skills, social

skills and competencies germane to solving man's environmental diverse problems for better and effective living. To this end, Social Studies education has a primary objective of helping to produce good citizens who are of great benefit to the society. Social Studies has therefore for long been identified as a veritable tool or avenue for reshaping society. It should be noted that the very nature, content and scope of Social Studies make it a virile instrument for developing a new socio-political order.

Social Studies is a subject that aims at inculcating into learners knowledge, skills, desirable attitudes and values needed in solving personal as well as societal problems. This view is shared by Ayaaba and Odumah (2007) when they indicated that Social Studies is the study which aimed at inculcating desirable skills, attitudes, values and relevant knowledge among learners to enable them to participate effectively in the civic life of their communities. Similarly, Osakwe (2009) says that Social Studies is concerned with human relationships. The world is constantly undergoing changes and Social Studies remains a veritable instrument for examining these changes, whether they be positive or negative. Social Studies revolve around (people) and all that impinges on them.

The knowledge of Social Studies is related to important generation about human relationships. Institutions and problems, together with supporting facts to ensure that these generalizations are clearly understood (Osakwe & Itedjere, 1993). Social Studies examine issues and problems from a holistic viewpoint. Consequently, in resolving a problem or an issue, Social Studies examine the historical, cultural, sociological, economical, physical and other related dimensions. Unlike the vertical conception that is noticeable in most school subjects. Social Studies adopt a horizontal spiral approach in the analysis of its problems (Osakwe, 2009).

Adewuya (2002) maintain that Social Studies is an integration of experience and knowledge concerning human relations for the purpose of citizenship education. Also, Ogundare (2003) sees Social Studies as a study of problems of survival in an environment and how to find solution to them. Thus, Social Studies provide a way of looking at society in order to understand its structure and its problems and to look for ways of solving those problems. It can therefore be claimed that the concern of Social Studies is to provide students with knowledge of the history, geography, social and political institutions and perhaps the psychological intricacies of daily existence. Social Studies cut across such disciplines as Sociology, Anthropology, Political Science, Economics, Psychology, History and Geography. Social Studies therefore integrate knowledge from these various traditional disciplines mentioned above. What distinguishes Social Studies from all these disciplines is its ability to extract some basic concepts that enable students to understand their fellow citizens holistically (Adedayo, 2012).

Consequently, any teaching-learning activity that will bring about students interest in the subject-Social Studies, must be of paramount concern to all stakeholders in our educational sector. Accordingly, in the educational sector, the art of teaching and learning is facilitated by methodologies adopted by teachers and students alike in the course of studying any concept or

phenomenon. Teaching methods and learning methods used by teachers and students respectively, differ from one person to another and from one learning topic or interest to another. Some of the teaching/learning methods applied over the years include; lecture method also called talk and chalk method, dramatic method, discovery/inquiry methods, project method, comparative method, the story method, Dalton plan, demonstration method, questioning method, fieldtrips, laboratory method, the process approach, individualized learning methods and most recently the use of educational technology such as, the use of projectors, television, video technology, the use of radio, computers and the host others.

However, for this study two of such methods (fieldtrips and video technology) are investigated. Fieldtrips or field-studies are outdoor learning exercises undertaken by teachers and students in certain aspects of subjects such as Social Studies, so as to give the students the opportunity to acquire knowledge. It is a kind of learning that is based on experiences which take students out of their usual classroom setting to a new type of learning environment. Ajaja (2010) defined fieldtrips as trips arranged by the school and undertaken for educational purpose in which the students go to places where materials for instruction may be observed and studied directly in their functional setting. The use of the term field work/fieldtrip emphasizes some of the formal exercises, which are done outside the classroom usually in Humanities, Sciences and Social Sciences. Fieldtrip is one of the fundamental methods of instruction adopted for teaching and learning in social studies education (Mezieobi, Fubara & Mezieobi, 2008). Orion and Hoystein (1994), cited in Ajaja (2010) offered a three-part model that can be used for integrating fieldtrips into the curriculum. The three parts include: preparatory, fieldtrip and summary. Each part serves as a bridge to the next part of the model. The first part, the preparatory unit uses concrete learning activities, to prepare students for the fieldtrips. This exposes students to materials and equipment that will be used during fieldtrip. The second part is the fieldtrip which is the central part of the model; it serves as a concrete bridge towards more abstract learning levels. It adds in the concretization necessary for higher levels of cognitive learning following the fieldtrip. The third part is the summary unit. This includes more complex and abstract concepts aimed towards the application and transfer of fieldtrip learning. This model indicated a significant improvement in all aspects of learning from the typical stand-alone fieldtrip. By including pre and post-trip elements, the teachers become involved in the instruction of the field studies concepts and connecting them to other topics in the curriculum.

One major difference between the classroom and field experience is that students are in charge of their own learning and how they explore and experiment. Fieldtrip has many potential advantages: nurturing curiosity, improving motivation and attitudes, engaging the audience through participation and social interaction, and enrichment. By nurturing curiosity, the desire to learn can be enhanced. Thus, students tend to display interest, enthusiasm, motivation, alertness, awareness, and a general openness and eagerness to learn, characteristics that tend to be neglected in school settings (Ramey-Gassert, 1997).

An explanation for the increases in positive outcomes during fieldtrips is that in school, learning is based on symbols, reading, and abstraction while fieldtrips involve learning tasks with real objects and an element of interaction. The latter process leads to learning with greater meaning. Braund and Reiss (2006) found that these interactions led to improved development and integration of learning, authentic work, greater access to information, attitudes that spur further learning and increased collaboration and responsibility for what is learned.

Video technology is another method of teaching that is of interest in this study. According to Cambridge Dictionary (2017) video technology involves recording and playback of motion picture and sound. Business Dictionary (2017) stated that videos usually include audio components that tally with the motion pictures that are in display. This implies that there are still silent videos without audio component. Dictionary.com (2017) also buttressed the idea of silent and sound-induced videos by describing videos as visual media product having moving images, with or without audio. Advancement in technology has influenced videos in terms of quality and accessibility.

Just like many other technologies, video technology has evolved. In terms of capturing: from very huge camcorders mounted on the shoulder to smart phones. In terms of storage/distribution: from VHS to the internet, from streaming video to instant YouTube upload. Video maker News (2011) presented a journey down memory lane on video technology with Video cassette from 1964 to iPad from 2010 till date.

According to Jonathan (2016), with the use of smart phones which can be used to record videos, everyone is a potential broadcaster and publisher. This also extends to teachers and students as it provides opportunities for effective teaching and learning. There are numerous benefits teachers and students derive from using videos for educational purposes. According to Willmot, Bramhall and Radley (2012), videos can be used to increase student motivation, enhance learning experiences, improve performance, provide learning for future classes as these videos can be stored for reuse. Stanic (2014) stated that videos stimulates 2 senses out of the 5 senses humans possess and this is highly supported by cognitive theorists in dual-coding. Prud'homme-Genereux, Schiller, Wild, and Herreid, (2017), reported to have conducted workshops that proved effective in training instructors on video production and incorporating those videos in flipping their classrooms. According to Arunima (2017), with reference to YouTube which is considered the most comprehensive library of educational videos, some benefits of videos include: To encourage students' engagement, increase students' motivation to learn, create more time for class discussions in flipped classrooms, Videos serve as supplements for lessons, gather instructional, related, relevant videos found on YouTube and archive for reuse with subsequent classes, Short clips from documentaries are used to provide context to topics, videos are used to provide extension classes for overachieving learners and videos are used to demonstrate experiments that cannot be afforded.

Interest is the major dependent variable in this study and so, information concerning this variable at this juncture will suffice. Teaching and learning in schools and non-school settings must take place, or are expected to take place, in the three domains-cognitive, affective and psychomotor. Much of what goes on in schools centres mainly on the cognitive, and a bit on psychomotor for the subjects that have practical aspects. Affective domain is largely neglected. From psychological point of view, to develop a balance human being, the three domains must be effectively covered in a reasonable proportion. This explains the importance of the affective domain in education which embraces attributes like interest, attitude, values, aptitude, personality, creativity, self-concept and the host of others. Nonetheless, for this study interest is the focus.

Interest is defined by Denga (1987) as a person's likes and dislikes or aversions. This includes aspirations or preferences. In a general sense, interest refers to the likes, dislikes, preferences and aspirations that tend to distinguish individuals in their daily activities. People tend to pay more attention or get more involved and more dedicated in what interest them most. Interest spurs students to learn willingly with receptive minds that will lead to academic success.

Walsh and Betz (1985) presented four major methods of measuring or assessing interest. These are: expressed interest (simply asking a person what he/she is interested in), manifest or evidence interest (observing a person's behaviour in various situations), tested interest (inferring interest from the person's knowledge) and inventoried interest (administering an interest inventory). Of these four methods, the interest inventory has been the most widely used. This method asks individuals to report their likes, dislikes and preferences among items in a list of activities, occupations or people. It permits a broader sampling of behaviours, likes and preferences; and provides objective scores that permit individual and occupational groups comparisons. Most of the time, the inventories appear as questionnaires, and are mainly self-reporting.

Literature on whether teaching methods influences students interest on a particular school subject are scanty, however, the work of Barnett, Lord, Strauss, Rosca, Langfor, Chavez, and Deni (2006) is of interest to the researcher. Their study, attempt to find out the success of the Urban Ecology Field Studies (UEFS) program in terms of engaging traditionally underrepresented groups in science. They examined a few hundred high school students in the Boston Public Schools over the course of two years. The researchers studied these students' views through mixed method survey and interview protocols before, during, and after the UEFS. They found that fieldtrips improved student interest in science, supported the development and understanding of scientific methodologies, and improved environmental stewardship when compared with a control group of traditionally instructed science students.

In the same vein, Yousra, et al (2012) revealed that youtube videos have direct impact on student's learning ability. They posited that good quality education is based mainly on how well student attain the knowledge. In their paper they presented results of a study done on the use of

YouTube videos to enhance students' learning. They have also evaluated student's performance in an introduction to computers course for non-computer science students by comparing two groups of students. The first result involving test group in which they have supplied the students with a set of videos from YouTube to illustrate different concepts such as multiple core versus single core processor, hard disk internal components, using fiber optic cables to connect continents under water. The second is a control group in which they used the traditional resources, such as the textbook, in class lectures and handouts. The results of the study have shown that students understand and can remember the complex concepts much better when they are exposed to a visual explanation video. They found that most of the students if not all watched the short videos, which is not the case with textual content. Lastly, YouTube videos have been a useful source of educational content, it is a free web based tool, and the impact has been important based on our study on students' performance. Educators have used YouTube videos in other fields such as nursing and have proven to be an effective tool to enhance students learning and engagement.

With the brief above, this study determined whether or not the use of fieldtrips and video technology influences students' interest in Social Studies. Accordingly, the following research question and its corresponding hypothesis guided this study.

Research Question: To what extent do the mean interest scores of Social Studies students taught with fieldtrips differ from those taught with video technology before and after treatment?

Hypothesis: There is no significant difference between the mean interest scores of Social Studies students taught with fieldtrips and those taught with video technology before and after treatment.

METHODOLOGY

The research design for this study was a quasi-experimental design which made use of pre-test, post-test non-randomized, non-equivalent control group (intact classes). There were two experimental groups and they were taught using fieldtrip and video technology respectively, and one control group which was taught using lecture method

A graphical representation of the design is presented below:

Group	Pre-Test	Treatment	Post-Test
Experimental (E_1)	O_1	X_1	O_2
Experimental (E_2)	O_1	X_2	O_2
Control (C)	O_1	-	O_2

Where: E_1 = Experimental group 1= Fieldtrip = FDT

E_2 = Experimental group 2 = Video technology = VDT

C = Control group

O_1 = Pre-test; O_2 = Posttest; X_1 = Treatment 1 = FDT; X_2 = Treatment 2 = VDT

- = No treatment; ----- = Intact class

From a population of 6, 240 Social Studies students which are made up of 2, 467 males and 3, 773 females of 13 schools in Port Harcourt LGA, 195 JSS II Social Studies students of three intact classes randomly drawn from three Government co-educational Secondary Schools constituted the sample for the study. The instrument for data collection was a researcher constructed questionnaire, titled, "Social Studies Students Interest Questionnaire (SSSIQ)" which was designed on a 4 point Likert like scale of VGE= Very Great Extent, GE=Great Extent, LE=Low Extent, and VLE=Very Low Extent, with 10 items statement, requiring the students to state their interest level on the instructional strategies before and after the instruction.

However, before administering the instrument to the students, the instrument was subjected to validity and reliability test. For validity, the instrument was given to four experts, two in Educational Measurement and Evaluation from the University of Port Harcourt, one Social studies education expert also of University of Port Harcourt and one Social studies Junior Secondary School teacher. To aid the activities of the experts, the title of the study, objectives of the study, research questions and hypotheses of the study were also presented to the experts. Comments, observations and errors pointed out by the experts were used to modify the instruments before subjecting the instruments to field work. In the case of reliability, re-test method of establishing reliability was adopted. The process involved administering the questionnaire twice to the same set of students with an interval of two weeks between the first administration and the second administration. Thereafter, the scores obtained from the first and second administration were subjected to Pearson Product Moment Correlation technique for a measure of its stability over time. A reliability coefficient of 0.63 was obtained.

The study was conducted for seven (7) weeks. During the first week, the teachers for the experimental groups received training designed to equip them with the necessary instructional techniques for implementation of treatment and they were given the lesson format, while the teacher for the control group used lesson note format based on the conventional method. In the second week SSSIQ was administered to obtain the pre-test score. The main instruction lasted for four (4) weeks. The last week, was the 7th week, and was used for the post-test. The results obtained from the administration of the post-test were collected by the researcher personally. Mean and standard deviation were used to analyze and answer the research question, while the hypothesis was analyzed with analysis of covariance (ANCOVA) and tested at 0.05 level of significance.

RESULTS

Research question: To what extent do the mean interest scores of social studies students taught with fieldtrips differ from those taught with video technology before and after treatment?Table 1 showed the interest mean and standard deviation of Social Studies students taught with fieldtrips and those taught with video technology. It showed that students taught with fieldtrips had a pre-interest mean of 2.26, SD = 0.39 and a post-interest mean of 3.51, SD = 0.26 while

those taught with video-technology had a pre-interest mean of 2.12, SD = 0.29 and a post-interest mean of 3.53, SD = 0.25. This implies an increase in the level of students' interest on both instructional strategies after been taught with both of them.

Table 1: Mean and Standard Deviation on the extent the Interest of Social Studies Students taught with Fieldtrips differ from those taught with Video Technology

S/N	Students Interest	Fieldtrip, N = 70				Video-Technology, N = 65			
		Pre-Interest		Post-Interest		Pre-Interest		Post-Interest	
		Mean	SD	Mean	SD	Mean	SD	Mean	SD
1	Fieldtrips and video technology arouses students interest in learning	2.30	0.95	3.76	0.43	2.29	0.90	3.74	0.44
2	Fieldtrips and Video technology helps me to learn, retain and recall many things at a time	2.36	0.98	3.59	0.55	2.08	0.89	3.57	0.56
3	With fieldtrips and video technology I can easily apply gained knowledge when the need arise	2.37	0.80	3.49	0.79	2.32	0.77	3.49	0.79
4	Fieldtrips affords me the opportunity of visiting places	2.13	0.83	3.40	0.77	2.05	0.76	3.38	0.76
5	Fieldtrips provides students with an enduring view of physical, social and political environment	2.43	1.04	3.70	0.60	2.08	0.91	3.74	0.54
6	With fieldtrip and video technology, the bourdon nature of class work is eliminated	2.33	0.96	3.74	0.61	2.15	0.87	3.75	0.59
7	Fieldtrips and video technology helps me to be in charge of my own learning and how I explore and experiment	2.37	0.89	3.34	0.83	2.20	0.77	3.40	0.81
8	Through the use of fieldtrip and video technology, the experience of students can be diversified and school lessons can be connected with daily life	2.03	0.88	3.41	0.75	1.92	0.85	3.46	0.69
9	Fieldtrip and video technology can stimulate the use of sense organs academic gains	2.13	0.95	3.40	0.84	2.02	0.80	3.43	0.85
10	Fieldtrips and video technology can actually improve my academic performance	2.17	0.95	3.31	0.84	2.06	0.85	3.35	0.84
	Grand mean	**2.26**	**0.39**	**3.51**	**0.26**	**2.12**	**0.29**	**3.53**	**0.25**

Hypothesis: There is no significant difference between the mean interest scores of Social Studies students taught with fieldtrips and those taught with video technology before and after treatment.

Table 2: Summary of ANCOVA on the difference in the Interest of Social Studies students taught with Fieldtrips and those taught with Video Technology

Source	Type III Sum of Squares	df	Mean Square	F	Sig.
PRE-TEST	.051	1	.051	.755	.387
GROUP	.003	1	.003	.046	.831
Error	8.917	132	.068		
Total	1684.500	135			
Corrected Total	8.979	134			

a. R Squared = .007 (Adjusted R Squared = -.008)

Table 2 showed the Summary of ANCOVA on the difference in the interest of social studies students taught with fieldtrips and those taught with video technology. The result showed that there is no significant difference in the interest of Social Studies students taught with fieldtrips and those taught with video technology ($F_{(1, 132)}$ = .046, p = .831). The null hypothesis was upheld at 0.05 level of significance.

DISCUSSION

According to the finding of this study, there is no significant difference in the interest of Social Studies students taught with fieldtrips and those taught with video technology. This implies that the interest level shown by students taught using fieldtrip do not differ from the interest shown by the students taught with video technology. This is consistence with the opinion of Willmot et al (2012) that there is strong evidence that digital video reporting can inspire and engage students when incorporated into student-centered learning activities through, increased student motivation, enhanced learning experience, development potential for deeper learning of the subject and development of learner autonomy and that of Barnett, Lord, Strauss, Rosca, Langfor, Chavez, and Deni (2006).

CONCLUSION AND RECOMMENDATIONS

Based on the finding, it could be concluded that both methods of teaching equally influences students' interest in studying Social studies. Consequently, it is recommended that educational policy makers should encourage the use of field-trips and video-technology which has the capacity of arousing students' interest, and this will in turn facilitate learning that will promote academic success.

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