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Effectiveness of Field-Trip and Peer-Tutoring Learning Strategies on Junior Secondary School Students Achievement in Social Studies in Osun State, Nigeria

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ABSTRACT

The study determined the relative effectiveness of fieldtrip and peer tutoring on academic achievement in Social Studies of junior secondary school students in Ile-Ife, Osun State. It ascertained the interaction effects of the teaching strategies and school type on the students' academic achievement in Social Studies and finally examined the interaction effects of the teaching strategies and school location on the students' academic achievement in the subject. The study adopted non-equivalent pretest-posttest control group design. The population for the study comprised junior secondary school students in Ile-Ife, Osun State. The sample size consisted of three hundred and two (302) students selected through multistage sampling procedure. Three hypotheses were formulated and tested. One instrument titled Social Studies Achievement Test (SSAT) was used to collect data for the study and the data collected were analysed using Analysis of Covariance (ANCOVA). The results among others, showed a significant relative effectiveness of field trip and peer tutoring on students' academic achievement in Social Studies ($F = 11.738$, $p<.05$). The study concluded that both field trip and peer tutoring learning strategies were found as effective means of raising students' academic achievement in Social Studies of Junior Secondary School students.

Keywords: *Field-trip, Peer-tutoring, Achievement, Social Studies.*

INTRODUCTION

Social Studies is the study of man and his physical, social, political, cultural and economic environment. It centers on the development of man, how man influences his environment and how the environment influences him in return. Social Studies is a programme of study through which society instills in students the knowledge, skills, values, attitude and actions it considers important, concerning the relationships human beings have with each other, their world and themselves.

Social Studies is one of the core subjects taught at Junior Secondary School. It focuses on man and his interactions with his environment. It also keeps on changing because of the factors of time and human development. It fights against evil vices in the society. The subject considers peculiar problems of a country and finds solutions to those problems. As such the objective of Nigerian Social Studies must reflect the spirit of Nigerian philosophy of education. It must help to develop the capacity to learn and to acquire certain basic skills of listening, speaking, reading, writing and calculation. Social Studies education focuses on the use of critical and reflective thinking to solve the problems of man's survival in the environment.

However, Social Studies teachers at various levels in Ile-Ife still controls the old conservative techniques which involves the teacher, in most cases acting as the repertoire of knowledge and the students are dominant recipients. According to Aladejana (2007) there is an over-reliance on textbooks, occasional demonstrations and experience in most social studies classroom. She also posted that in an average classroom one finds a teacher at the chalkboard jotting some facts, students furiously copy all that is written and said. The students are expected to memorize the facts and spit them out during examination. Regrettably, most Social Studies students in Ile-Ife failed woefully in both internal and external examination. The strategies used by Social Studies teachers are inadequate to bring about the desired level of academic achievement.

Education is very important for an individual's life. Education is a major aspect of development of any modern society. The importance of education is evident at every stage of education whether at primary, Junior Secondary, Senior Secondary and in Higher education. One type of informal learning experience, more commonly known as educational field trip, is valued by many educators for its potency to increase interest and enhance the information that is being taught inside the classroom.

There are many other reasons that formal educators can also use educational field trip as a supplement to the curriculum. Educational Field trip has many purposes. It is a good way to create interest about a subject. It can be used to introduce a unit that is about to be covered in class and it is also used at the other end of a unit, as a follow up with the purpose of illustrating and reinforcing the lesson just learned. It can also provide a point of relevance by showing how the subject can be used in the real world. It is also utilized to enhance concepts and motivate students to want to learn more. All of these purposes have one thing in common; they are intended to increase the interest and understanding of the subject to the students.

Educational field trips, according to Shakil, Faizi and Hafeez (2011), is a progressive method of learning by which the student goes through the necessary learning experiences under the leadership and guidance of the teacher. It is helpful in developing the complete personality of the students like their physical, mental, social and emotional development. Educational field trip gives students the opportunity to have first-hand experiences and to explore world. It helps students to interact with what they are learning.

Previous research has documented the benefits of peer tutoring, including acquisition of academic skills (Cohen, Kulik, &Kulik, 1982), development of appropriate social skills (Mathur& Rutherford, 1991), enhancement of peer relations (Greenwood, Carta, & Hall, 1988), improved classroom behavior (Fuchs, Fuchs, Phillips, Hamlett, &Karns, 1995), increased school attendance (Miller, Kohler, Ezell, Hoel, & Strain, 1993), and positive socioemotional outcomes, such as a sense of belonging and internal attributions for success (Nazzal, 2002). These gains are evident in both tutors and tutees. Furthermore, there are additional benefits for tutees in the peer tutoring relationship. These include more time academically engaged and on-task (Ginsburg Block &Fantuzzo, 1997), increased opportunities to respond (Delquadri, Greenwood, Whorton, Carta, & Hall, 1986), immediate feedback (Topping, 2005), continuous progress monitoring (Greenwood *et al*., 1988), and ability to progress at an individualized pace (Dupaul, Ervin, Hook, &McGoey, 1993). There are also multiple benefits for tutors beyond increased academic performance, which include positive attitude toward subject (Cohen *et al*., 1982), improved self-esteem (Byrd, 1990; Cardenas, Harris, del Refugio, &Supik, 1991), improved locus of control (Lazerson, Foster, Brown, & Hummel, 1988), and improved attitude toward school (Cardenas *et al*., 1991).

Students have been found to perform so poorly in social studies over the years. From personal interaction with many students, it is the general feeling that most of them feel inadequate in this subject area and often complain that Social Studies is complex and difficult to understand. This feeling has justification in the poor academic performance on these students as evidenced by the increased failure rate recorded in both internal and external examinations. This situation calls for concern, because the implication is that the students cannot retain relevant knowledge in the subject area necessary for successful academic performance. There is therefore the need to use innovative teaching techniques that center on the learners to see if there will be improvements in their academic performances in Social Studies. Sequel to the above, this study titled "Relative Effectiveness of Field Trips and Peer-Tutoring on Academic Performance of Junior Secondary School Social Studies Students in Ile-Ife, Osun state" was aimed at finding the instructional effectiveness of educational field trips and peer tutoring teaching strategies as a contribution towards the development of knowledge and learning among students, in the study area.

Statement of the Problem

Scholars have attributed poor achievement in Social Studies to ineffective teaching strategies (Adeyemi, 2008; Adeyemi, 2012 & Ajayi, 2001). Ho wever, academic achievement of students by location and school type in relation to field trip and peer tutoring strategies in the teaching of Social Studies in junior secondary

school needs to be empirically tested; hence this study.

Purpose of the Study

The objectives of this study are to:

1. Determine the relative effectiveness of field trip and peer tutoring on academic achievement in Social Studies of Junior Secondary School students in Ife Central and Ife East Local Government Areas;
2. Ascertain the interactive effects of teaching strategies and school type on Junior Secondary School students' academic achievement in Social Studies in the study areas; and
3. Ascertain the interactive effects of the strategies and school location on Junior Secondary School students' academic achievement in Social Studies in the study areas

Hypotheses

The following null hypothesis were tested at 0.05 level of significance

H_{01}: There is no significant relative effectiveness of field trip and peer tutoring on academic achievement in Social Studies of Junior Secondary School students in Ife Central and Ife East Local Government Areas of Osun State.

H_{02}: There is no significant interactive effect of the teaching strategies and school type on Junior Secondary School students' academic achievement in Social Studies in the study areas.

H_{03}: There is no interactive effect of the strategies and school location on Junior Secondary School students' academic achievement in Social Studies in the study areas.

METHODOLOGY

The research design for the study is the non-equivalent pretest-posttest control group design. It is also a type of quasi-experimental design. Quasi-experimental design permits manipulation of independent variables. It however, differs from randomized experimental design in that subjects are not randomly assigned to treatment. The population for this study comprisedall Junior Secondary School students of private and public school in urban and rural areas of Ile-Ife, in Osun State. The target population comprised all the students in 12 randomly selected Junior Secondary Schools includingboth private and public school in urban and rural areas of Ile-Ife.

The sample for this study consisted of 302 Junior Secondary School students (JSS 2) in 12 randomly selected secondary schools in Ile-Ife, Osun State. The multistage sampling procedure was used in this study. Simple random sampling technique was used to select two out of four Local Governments Areas in Ile-Ife. Also, six public schools (three urban and three rural) and six private schools (three urban and three rural) were randomly selected across the two LGAs in Ile-Ife environs, Osun State. Furthermore, in each of the selected school, one intact class was selected using simple random sampling technique. The addition of all the students found in each of the classes constituted the sample size for this study and they were 302 students. The demographic data of the participants was presented in Table 1.

Table1: *Demographic Information of the Participants*

Variables	Levels	Frequency (f)	Percentage (%)
Urban Schools	Possibility Groups of School	31	10.3
	Oladimeji International School, Ile-Ife	29	9.6
	St Phillip Middle School, Ile-Ife	42	13.9
	St Mulumba Catholic College, Ile-Ife	12	4.0
	Idita Community Govt Middle School	9	3.0
	Ife Middle School, Ile-Ife	29	9.6
Rural Schools			
	Osi Ara Middle School, Ile-Ife	10	3.3
	Aye Oba Middle School, Ile-Ife	10	3.3
	Glorious Light Academy, Iyanfoworogi	12	4.0
	Iyanfoworogi Middle/High school, Ile-Ife	9	3.0
	Divine Glory Junior Academy	19	6.3
	Tip Top International School, Aye Oba	20	6.6
Groups	Total	302	100.0
	Field Trip	104	34.4
	Peer Tutoring	111	36.8
	Conventional	87	28.8

	Total	**302**	**100.0**
	Private	150	49.7
	Public	152	50.3
	Total	**302**	**100.0**
	Urban	223	73.8
	Rural	79	26.2
	Total	**302**	**100.0**

The instrument used to collect data for this study was a test titled "Social Studies Achievement Test" (SSAT). This instrument was developed by the researcher. The SSAT consisted of two sections. Section "A" addressed the socio demographic information of the school while section "B" comprised of 20 objectives test items with four options (a-d). In these four options, only one option is a correct response while the other three options served as distractors.In order to ensure the validity of this instrument, the researcher ensured that the items in the test adequately captured the topics taught during the experimental processes. The draft copy of the test was first scrutinized by the supervisor of the researcher. In addition, in order to avoid the ambiguity in structuring of the items and responses in the test, expert in English Language was consulted. All their observations and suggestions were adequately taken care of.

In order to ensure the reliability of the test instrument used in this study, a test-retest approach was adopted. The copy of SSAT was pilot-tested on 20 Junior Secondary School students outside the selected study areas at the interval of two weeks. The two set of scores that were generated at the two occasions were subjected to a Pearson Product Moment Correlation (PPMC). The correlation coefficient obtained was 0.64 at 0.05 Significance level. This reliability coefficient was found moderate enough to be used for this study.The process of data collection for this study took eight weeks to complete. The data collection exercises for this study commenced by consulting the selected schools' authority of the selected schools for approval.The researcher trained six research assistants that were involved in the experimental treatment procedures in this study. The research assistants taught the students using field trip and peer tutoring strategies. The whole data collection exercises are discussed below under: (a) Pre-intervention (b) Intervention and (c) Post intervention

Pre-Intervention Stage

At pre-intervention stage, approval was sought and obtained from the authorities of the selected schools. Also, a pre-test was administered on the pupils in the intact classes selected for this study. Since the students could not be randomly selected as this might disrupt the school learning activities, pre-test becomes necessary in order to obtain information onthe participants' ability prior the actual intervention. The purpose of the exercise was explained to the students and the researcher informed the students that participation was not under must and that they can withdraw their participation whenever they feel to do so. However, the researcher sought for their cooperation throughout the exercise. Each student was given a code and individual's score on pre-test was recorded against their codes. The selected intact classes were also allocated into experimental and control groups. There were two experimental groups and one control group each per location (urban and rural) and school type (public and private) making eight experimental groups and four control groups. Experimental group A was exposed to Field Trip Strategy (FTS), experimental group B Peer Tutoring Strategy (PTS), while students in control group were engaged using the Conventional Method (CM).

Intervention8 Stage

The actual treatments started at intervention stage. The exercises at intervention stage lasted for six weeks. The researcher and the designated research assistants engaged the students according to the dictates of each experimental procedure. Students were encouraged to participate in the study. Each session lasted for 40 mins throughout the treatment exercise.

Post-Intervention Stage

This stage took place at eight week. At this stage, post-test was administered on the students in both experimental and control groups. Their respective scores were recorded against their pre-test scores taken at pre-intervention stage.

The data collected from the administration of pre- and post-test in this study were analyzed using percentage, mean, and Analysis of Covariance (ANCOVA). Frequency and

percentage were used to analyse the demographic information of the groups while Analysis of Covariance and mean were used to test the stated null hypotheses.The use of ANCOVAto test the stated null hypotheses in this study was found appropriate since the intention of the researcher wasto explore differences between groups while statistically controlling for an additional (continuous) variable that may have influence on dependent variable apart from the treatment. Students' pre-test scores were used as covariates in this study.

RESULTS

H_{01}: There is no signkificant relative effectiveness of field trip and peer tutoring on academic achievement in Social Studies of Junior Secondary School students in Ile-Ife, Osun State.

In order to test this hypothesis, post-test scores of students in Social Studies Achievement Test were subjected to Analysis of Covariance (ANCOVA) using treatment types as factor and pre-test scores as covariate. The results of post-hoc and estimated marginal means were presented to determine where the differences exist among the groups as well as the relative effectiveness of the two treatment strategies. The results are presented in Tables 2 through 4.

Table2: *Tests of Between-Subjects Effects of Relative Effectiveness of Field Trip and Peer Tutoring on Academic Achievement in Social Studies of Junior Secondary School Students*

Source	Type III Sum of Squares	df	Mean Square	F	Sig.	Partial Eta Squared
Corrected Model	44779.768	3	14926.589	138.343	.000	.582
Intercept	11346.631	1	11346.631	105.163	.000	.261
Pretest	36088.211	1	36088.211	334.473	.000	.529
Groups	2532.935	2	1266.467	11.738	.000	.073
Error	32152.947	298	107.896			
Total	844182.000	302				
Corrected Total	76932.715	301				

R^2= .582, Adj. R^2= .578

Table 2 shows the result of aone-way between-group analysis of covariance conducted to determine the relative effectiveness of field trip and peer tutoring on academic achievement in Social Studies of Junior Secondary School students in Ile-Ife, Osun State. The independent variable was the type of learning strategies (Field-Trip, Peer Tutoring& Control), and the dependent variable consisted of post-test scores on Social Studies Achievement Test administered after the intervention was completed. Pre-test scores on Social Studies Achievement Testadministered before intervention were used as the covariate in this analysis. Preliminary checks were conducted to ensure that there was no violation of the assumptions of normality, linearity, homogeneity of variances, homogeneity of regression slopes, and reliable measurement of the covariate. After partial out the effect of pre-test scores, there was a significant difference between the post-test scores of experimental and control groups on Social Studies Achievement Test, F = 11.738, *p*= .000, p<.05, partial eta squared = .073). Experimental treatment was able to account for 0.073 or 7.3% (Tabachnick & Fidell, 2007) of the observedvariance noticed in the dependent variable.This effect size according to Cohen (1988) is small. Since P value is less than .05, the stated null hypothesis is rejected. Therefore, this result concludes that there is significant relative effectiveness of field trip and peer tutoring on academic achievement in Social Studies of Junior Secondary School students in Ile-Ife, Osun State. The results of post-hoc test and descriptive information of the groups are presented in Tables 3 and 4.

Table3: *Post-hoc Test of Pairwise Comparisons of Post-Test Scores of Students in Treatment and Control Groups*

(I) Groups	(J) Groups	Mean Difference (I-J)	Std. Error	Sig.[b]	95% Confidence Interval for Difference[b]	
					Lower Bound	Upper Bound
Field Trip	Peer Tutoring	-4.320*	1.421	.008	-7.742	-.898
	Conventional	2.925	1.527	.169	-.751	6.601
Peer Tutoring	Field Trip	4.320*	1.421	.008	.898	7.742
	Conventional	7.245*	1.524	.000	3.575	10.915
Conventional	Field Trip	-2.925	1.527	.169	-6.601	.751
	Peer Tutoring	-7.245*	1.524	.000	-10.915	-3.575

Table 3 shows the results of the Bonferroni-corrected post hoc comparisons. According to Field (2009, p 402) out of the three available post-hoc tests while performing Analysis of Covariance, Bonferroni and Sidak corrections are preferred overthe default Tukey LSD with no adjustment. Though, Sidak correction is similar to the Bonferroni correction but is less conservative. Thereexists a significant difference between post-test score of students exposed to peer tutoring and field trip (p<.05) and with control group (Conventional, p<.05). The estimated marginal mean scores of the groups is presented in Table 4.

Table4: *Estimated Marginal Means of Relative Effectiveness of the Two Treatment Strategies*

Groups	Mean	Std. Error	95% Confidence Interval	
			Lower Bound	Upper Bound
Field Trip	49.659	1.019	47.653	51.664
Peer Tutoring	53.979	.995	52.022	55.936
Conventional	46.734	1.132	44.506	48.961

Table 4 shows the result of the estimated marginal means of relative effectiveness of the two treatment strategies. It is shown that the marginal mean score of students exposed to field trip teaching strategies is 49.66, those exposed to peer-tutoring have 53.98 while the control group has marginal mean of 46.73. It is shown from this result that peer tutoring strategy is more effective than field trip and conventional teaching strategies and the difference is significant (see Table 3). Therefore, this result concludes that there is significant relative effectiveness of peer tutoring over field trip on academic achievement in Social Studies of Junior Secondary School students in Ile-Ife, Osun State.

H_{02}: There is no significantinteraction effect of the teaching strategies and school type on Junior Secondary School students' academic achievement in Social Studies in the study area.

Table5: *Tests of Interaction Effect of Teaching Strategies and School Type on Junior Secondary School Students' Academic Achievement in Social Studies*

Source	Type III Sum of Squares	df	Mean Square	F	Sig.	Partial Eta Squared
Corrected Model	38967.327	4	9741.832	144.358	.000	.733
Intercept	7546.099	1	7546.099	111.821	.000	.347
Pretest	27809.835	1	27809.835	412.096	.000	.662
Groups	770.089	1	770.089	11.411	.001	.052
Type	3242.933	1	3242.933	48.055	.000	.186
Groups * Type	580.287	1	580.287	8.599	.004	.039
Error	14171.631	210	67.484			
Total	665904.000	215				
Corrected Total	53138.958	214				

R^2= .665, Adj. R^2= .658

Table 5 shows the result of interaction effect of the teaching strategies and school type on Junior Secondary School students' academic achievement in Social Studies. After adjusting for pre-test scores (covariate) of the students, there was a significant interaction effect of the teaching strategies and school typeF= 8.599, p < .05, with a small effect size (partial eta squared = .04). These results suggest that students from privateand public schools responded differently to the two types of treatment (Field trip and Peer tutoring).Since p- value is less than .05, we therefore reject the stated null hypothesis. Therefore, the result concludes thatthere is a significantinteraction effect of the teaching strategies and school type on Junior Secondary School students' academic achievement in Social Studies in the study area. The performance mean scores based on treatment groups and school type is presented in Table 6.

Table6: *Estimated Marginal Means Score of Treatment Groups by School Type*

Groups	**Type**	**Mean**	**Std. Error**	**95% Confidence Interval**	
				Lower Bound	**Upper Bound**
Field Trip	Private	53.576	1.162	51.286	55.866
	Public	48.990	1.122	46.779	51.201
Peer Tutoring	Private	60.684	1.085	58.546	62.823
	Public	49.488	1.144	47.232	51.744

The result in Table 6 shows the estimated marginal post-test mean score of treatment groups by school type. It is shown that for the students in field trip group, students in private schools recorded ahigher post-test mean of 53.58 while compared with those in public schools of mean 48.99. Likewise, private school students recorded a higher mean score of 60.68 than their counterparts from public schools. Though, it is shown in this result that students from private schools demonstrated superiority over their counterparts from public schools under the two treatment types, however, it is further showed from the result that both private and public school students performed better under peer tutoring teaching strategy.

H_{03}: There is no interaction effect of the strategies and school location on Junior Secondary School students' academic achievement in Social Studies in the study area.

Table7: *Tests of Interaction Effect of Teaching Strategies and School Location on Junior Secondary School Students' Academic Achievement in Social Studies*

Source	Type III Sum of Squares	df	Mean Square	F	Sig.	Partial Eta Squared
Corrected Model	35713.980	4	8928.495	107.603	.000	.672
Intercept	5309.198	1	5309.198	63.985	.000	.234
Pretest	33036.693	1	33036.693	398.147	.000	.655
Groups	260.836	1	260.836	3.144	.078	.015
Location	105.335	1	105.335	1.269	.261	.006
Groups * Location	488.155	1	488.155	5.883	.016	.027
Error	17424.978	210	82.976			
Total	665904.000	215				
Corrected Total	53138.958	214				

R^2= .594, Adj. R^2= .585

Table 7 shows the result of interaction effect of the teaching strategies and school location on Junior Secondary School students' academic achievement in Social Studies. After adjusting for pre-test scores (covariate) of the students, there was a significant interaction effect of the teaching strategies and school location, F = 5.883, p < .05, with a small effect size (partial eta squared = .027). These results suggest that students from urban and rural schools responded differently to the two types of treatment (Field trip and Peer tutoring).Since p- value is less than .05; we therefore reject the stated null hypothesis. Therefore, the result concludes thatthere is a significantinteraction effect of the teaching strategies and school location on Junior Secondary School students' academic achievement in Social Studies in the study area.

The performance mean scores based on treatment groups and school type is presented in Table 8

Table8: *Estimated Marginal Means Score of Treatment Groups by School Location*

Groups	**Location**	**Mean**	**Std. Error**	**95% Confidence Interval**	
				Lower Bound	**Upper Bound**
Field Trip	Urban	50.781	1.045	48.721	52.842
	Rural	52.626	1.743	49.189	56.063
Peer Tutoring	Urban	56.715	1.013	54.719	58.712
	Rural	51.705	1.667	48.419	54.990

The result in Table 8 shows the estimated marginal post-test mean score of treatment groups by school location. It is shown that among students exposed to field trip strategy, students from rural areas schools recorded a higher post-test mean of 52.63 while compared with their counterparts from urban area(mean = 50.78). However, students from urban area recorded a higher mean score of 56.72 than their counterparts from rural area. From this result, students from rural area gained more with the use of field trip, whereas, peer tutoring teaching strategy favoured students from urban area.

DISCUSSION OF FINDINGS

One of the findings of this study revealed a significant relative effectiveness of field trip and peer tutoring on academic achievement in Social Studies of Junior Secondary School students in Ile-Ife, Osun State. It is shown in this study that peer tutoring teaching strategy proved to be more effective in teaching Social Studies among the Junior Secondary School students than field trip strategy. Students in peer tutoring group recorded a significant higher mean that their counterparts in both field trip and control

groups. In the same vein, Spencer (2006) in his study titled peer tutoring and students with emotional or behavioural disorder, using strict methodological criteria, discovered in the 38research studies, "that peer tutoring is an effective instructional strategy", in that they get a deeper understanding of the concept themselves which better the academic achievement. Therefore, peer tutoring helps the students to develop a deeper understanding of the concepts themselves since it is an interactive strategy in its application and which in return results in higher academic achievements. Peer tutoring involves some elements of self-regulated learning. According to Schraw and Brooks (2003) self-regulating learning prepares the students to be mentally alert by giving them opportunities to plan, monitor and evaluate their learning activities both in school and outside the school. This approach greatly affect students' academic achievement in school by providing the cooperative learning skills and pleasant classroom atmosphere devoid of emotional instability which could result from harshness that may be exhibited by some teachers. In such an environment, students engage in activities that enhance their interest and her intrinsically motivated. This finding buttress the assertion of Hartman (2010) that peer tutoring increases students' motivation to learn. The finding further supports Ezenwosu and Nworgu (2013) who reported in their study that students taught biology using peer tutoring performed significantly higher in BAT than those taught biology using the conventional lecture method. Also in agreement with the finding of this study is the outcome of Ogundole (2017) study who found out that peer tutoring strategy was more effective in improving students' cognitive achievement than the conventional teaching method. Peer tutoring offer certain advantages over other methods of teaching Social Studies.It provides an excellent resource for facilitating the mastery of interpersonal competencies of the learners. It also fosters socialisation process among the learners in the classroom as well as enabling the teacher to gain more knowledge about each of the learner in the classroom. Students' social standing among the peers is further enhanced on one hand while his/her ability to step-up in learning is fostered as a result of engaging in peer tutoring on the other. Experience further shows that students feel more comfortable and participative when they are being engaged by the colleagues or peers than when a teacher facilitates the learning process. This in turn positively impact on their level of understanding with a resultant effect on their respective performance.

The findings of this study also showed that there is a significantinteraction effect of the teaching strategies and school type on Junior Secondary School students' academic achievement in Social Studies in the study area.Though, it was revealed in the finding that students from private schools demonstrated superiority in performance over their counterparts from public schools under the two treatment types, however, it was shown that both private and public school students performed better under peer tutoring teaching strategy than field trip. The finding of this study supports Adeyemi (2014) who found that pupils in the private primary schools performed better than their counterparts in the public schools. However, this finding contradicts that of Adeyemi and Adeyemi (2013) that reported no significant difference in students' performance in SocialStudies based on school type. There seems that researchers focusing on performance difference in relation to school type are yet to conclude. Nevertheless, researches' outcomes tend to support that school influence student academic performance. Studies (Considine&Zappala, 2002; Kwesiga2002; Sentamu, 2003) all favour the argument that type of school a student attends is likely to contribute to their academic performance of the student in future.

Finally, the findings of this study revealed a significantinteraction effect of the teaching strategies and school location on Junior Secondary School students' academic achievement in Social Studies in the study area.From this result, students from rural area gained more with the use of field trip, whereas, peer tutoring learning strategy favoured students from urban area.This finding corroborates the earlier findings of Bratte (2000), Owoeye (2002), Kissau (2006), Igboegwu and Okonkwo (2012). Findings of all these authors revealed that a significant difference exists in students' achievement with respect to location of school. It was found in these findings that students in urban areas performed better than their counter parts from rural areas. It is also interesting to note that students from rural area gained more

with the use of field trip, whereas, peer tutoring teaching strategy favoured students from urban area. As regards learners from rural areas, the outcome of this finding reveals the likely positive influence which experience and rich environment may have on individual level of understanding. Experience from field trip tends to offer the students from rural areas the experience and exposure which they might be hitherto denied. This tends to further lend to credence to the argument that that environment exert a significant influence on individuals' development and experience.

CONCLUSION

The study concluded that both field trip and peer tutoring learning strategies were found as effective means of raising students' academic achievement in Social Studies of Junior Secondary School students. Also, students from private schools demonstrated superiority in performance over their counterparts from public schools under the two treatment types, nevertheless, both private and public school students performed better under peer tutoring teaching strategy than field trip. Students from rural area gained more with the use of field trip, whereas, peer tutoring learning strategy favoured students from urban area. This study therefore concludes thatpeer tutoring teaching strategy proved to be more effective in teaching Social Studies among the Junior Secondary School students than field trip strategy

RECOMMENDATIONS

Teachers should ensure that students are engaged more in the classroom teaching/ learning interactions. Engagement in the form of fostering peer tutoring among the learners tends to arouse the learners' interest and make the class to be more participative than being passive.Government should provide the necessary funding, management and motivation for the teachers to give their best. This will go a long way to eliminate the perceived disparity inherent in the performance of private and public schools students.

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