

EFFECTS OF CONCEPT MAPPING ON PERFORMANCE AND MOTIVATION IN SOCIAL STUDIES AMONG UPPER BASIC II STUDENTS IN PLATEAU STATE, NIGERIA¹Felicia Omayoza Salami; ² Guga, A; ²Aliyu, A.D. and ² Ismaila, S.¹Department of Science and Tech Education, University of Jos

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²Department of Educational Foundations and Curriculum, Ahmadu Bello University, Zaria.**ABSTRACT**

This study examined the effects of concept mapping on academic performance and motivation in Social Studies among upper basic II students in Plateau state Nigeria. The study was guided by three (3) objectives, research questions and hypotheses are line with stated objectives. The study adopted Quasi-experimental and descriptive research design. The population of the study consisted of 21879 students from which 131 students were used as sample for the study. Purposive sampled sampling technique was used to select the school used for the study. Two instruments were used for data collection, that is, Social Studies Performance Test (SSPT) and Social Studies Motivation Questionnaire (SSMQ). Pilot test was conducted and .619 and .788 results were obtained. The research questions were answered using descriptive statistics of mean and standard deviation while hypothesis one were tested using Paired sample t-test, hypothesis two were tested using independent sample t-test while three uses Wilcoxon statistics. The findings revealed among others that The post-test performance of students taught Social Studies using concept mapping strategy was higher than the pre-test performance in Upper Basic II in Plateau State, Nigeria (P-value=.000). The performances of students taught Social Studies using concept mapping was better than and those taught using conventional method in Upper Basic II in Plateau State, Nigeria (P-value=.000). it was concluded that concept mapping enhanced students' academic performance and motivation in Social Studies at the Upper Basic II level in Plateau State, Nigeria. The study recommended among others that curriculum planners should encourage and accommodate the use of concept mapping at in all levels of education. Social Studies teachers should be encouraged to use student-entered approach. Government should organize workshop and seminars for teachers on the effectiveness of Concept Mapping.

Keywords: Concept Mapping, Social Studies, Performance and Motivation**INTRODUCTION**

Education is a powerful global instrument of change. Through it, many individuals and societies have developed and improved over time in all spheres of human endeavour. Any meaningful educational goal is carried out through the school, which is an institution where societal goals are transmitted to learners for holistic change. Education means the total process by which knowledge, ideas, facts and societal values are inculcaated. It can help to bring the entire world into an entity through the information and knowledge it has helped to acquire. The importance of secondary education made the Nigerian government state the broad aims of secondary education as preparation for useful living within the society and for national development.

Social Studies, a core subject at the Upper Basic Education level in Nigeria, was included due to its importance in fostering social orientation and national development, particularly post-independence. The subject equips students with essential knowledge, skills, and attitudes necessary to become responsible citizens and active members of society. It helps students understand their environment, acquire vital life skills, and develop values critical for survival. Adebayo (2017) sees Social Studies as a means of instilling the core values of human relationships in a general polity, competences, moral virtues and reasoned judgement for the purpose of effectively living, interacting, interrelating and contributing positively to the economic, social, political and cultural

development of Nigerian society. Given its broad goals, Social Studies plays a crucial role in achieving Nigeria's educational objectives and the nation's overall educational philosophy. In this modern age, the world is on the way to progress. The basis of the country's development and advancement depends on the educational system and techniques. To go step by step with the changing times, the educational system will also need to be improved. It is not necessary that the education be given in the same way it was given earlier. Making improvements in the educational system and using new techniques is the need of the present time. Hence, new techniques can be implemented into the teaching system in response to the present need. The basic subject which carries information for social change is Social Studies. It is one of the core subjects in our lower and upper basic school levels.

Teaching strategies in Social Studies education have been one of the focal points of professional discourse among Social Studies educators since the introduction of the subject into the Nigerian school curriculum. Thus, the traditional strategies were reported to be the most frequently used methods of teaching, which have become the model for most schools. Conventional methods are fully teacher-centred processes. Students are given updates of the factual materials in a direct and logical manner, and this has got a number of limitations, such that communication is one-way, learning is difficult to grasp and audiences are passive. Therefore, there are many flaws in the teaching system. Students are passive listeners; there are no exposures to critical thinking or active learning, thereby discouraging students from learning (Yore, 2012). Clearly, these teaching strategies have not succeeded in producing students who think critically.

Students' understanding and level of attainment in Social Studies, just like every other subject at the upper basic educational level, are measured through academic performance. Academic performance simply refers to how well or badly a student performs in a given academic task in Social Studies. Academic performance in Social Studies refers to how well students understand, engage with, and apply the knowledge and skills taught in this subject. Social Studies is a multidisciplinary field that includes history, geography, civics, economics, and sociology, aiming to provide students with a comprehensive understanding of their society and the world. When evaluating academic performance in Social Studies, several factors come into play. These include students' ability to recall factual information, their understanding of key concepts, their capacity to analyse and interpret various social phenomena, and their ability to apply this knowledge to real-world situations.

However, the inconsistent academic performance of Upper Basic Education students in Social Studies, Plateau State, has become a significant concern, drawing attention not only from experts in the field of Social Studies but also from educators, parents, stakeholders, and the broader community. This issue has sparked widespread worry, as it reflects underlying challenges in the educational system that could have far-reaching implications for both individual students and society as a whole. Hence, the need to look into strategies that are better student-centred and can promote motivation and student academic performance in Social Studies to avoid students missing out on the critical knowledge and skills that Social Studies aims to impart, such as civic understanding, critical thinking, and social responsibility. Concept mapping, a student-centred approach, has been used in the sciences and other school subjects to promote students' understanding and academic performance. Akpan (2022) explained that concept mapping improved the performance of junior secondary students in Social Studies, while Ahmed, Shittu, Yahaya and Dauda (2021) emphasised that concept mapping in biology encouraged learners to go beyond memorisation by analysing relationships among ideas. The empirical studies reviewed, including those by Okoro (2021) and Agbo and Eze (2022), confirmed that concept mapping significantly increases student performance in geography and biology.

Thus, concept mapping is a powerful but simple way of using diagrams to show information in the same way one thinks. Concept mapping makes it easy to understand, remember, and communicate complex information (Borich, 2014). In this setting, the teacher's role has shifted from that of imparting knowledge to that of a facilitator. Utilisation of either of these strategies will likely

improve motivation and academic performance of students in Social Studies. With the poor academic performance of students in Social Studies at upper basic education in Plateau State, it becomes necessary to investigate the effects of concept mapping on academic performance and motivation in Social Studies among Upper Basic II students in Plateau State, Nigeria.

Statement of the Problem

The ongoing challenges in the academic performance of Upper Basic Education students in Social Studies in Plateau State have emerged as a pressing issue that has attracted attention from educators, parents, and stakeholders alike. The consistent underperformance of students in this crucial subject, as documented in the Chief Examiners' reports from 2019 to 2024, paints a troubling picture.

Pass rates have repeatedly fallen below 50%, with 2019 to 2021 recording about 33% of students passing the Social Studies examination, and 2022 to 2024 recording a slight improvement with 44%, 43.5% and 45.2% of students passing. Despite this, more than half of the students continue to struggle, failing to achieve basic proficiency in a subject that is foundational to their overall educational development. Therefore, the persistent low performance in Social Studies not only hampers students' academic progression but also poses a significant threat to their ability to engage meaningfully with societal issues. This, in turn, can undermine the broader goals of education, which aim to develop well-rounded, socially conscious citizens. A key factor contributing to this issue appears to be the teaching methods employed in Social Studies classrooms. Traditional instructional approaches, often characterised by rote learning and teacher-centred methods, dominate the educational landscape. In these settings, students are typically passive recipients of information, with little opportunity for active engagement or critical thinking. The teacher is the primary source of knowledge, and students are expected to memorise and reproduce information, often without a deep understanding of the content. This approach can lead to disengagement, lack of motivation, and ultimately, poor academic performance. It fails to inspire students to take an active interest in the subject matter or see its relevance to their lives and future roles as citizens. The research problem at the core of this study is to determine whether the use of concept mapping can significantly enhance student motivation and academic performance in Social Studies among upper basic students in Jos, Plateau State. If these strategies prove effective, they could offer a viable solution to the current challenges facing Social Studies education, not only in Plateau State but potentially across Nigeria. The findings could offer practical advice to educators and policymakers, leading to the adoption of more effective instructional practices that align with the broader educational goals of fostering critical thinking, engagement, and social responsibility among students.

Objectives of the Study

This study determined the effects of concept mapping on performance and motivation in Social Studies among Upper Basic II students in Plateau State, Nigeria.

The specific objectives of the study were to:

1. determine the difference between the pre-test and post-test academic performance of students taught Social Studies using concept mapping in Upper Basic II in Plateau State, Nigeria;
2. find out the difference between performance of students taught Social Studies using concept mapping and those taught using conventional method in Upper Basic II in Plateau State, Nigeria.
3. compare the mean difference in students' motivation before and after being taught Social Studies using concept mapping in Upper Basic II in Plateau State, Nigeria.

Research Questions

The study was guided by the following questions:

1. What is the difference between the pre-test and post-test academic performance of students taught Social Studies using concept mapping in Upper Basic II in Plateau State, Nigeria?

2. What is the difference between performance of students taught Social Studies using concept mapping and those taught using conventional method in Upper Basic II in Plateau State, Nigeria?
3. What is the mean difference in students' motivation before and after being taught Social Studies using concept mapping in Upper Basic II in Plateau State, Nigeria?

Hypotheses

The following null hypotheses guided the study:

1. There is no difference between the pre-test and post-test academic performance of students taught Social Studies using concept mapping in Upper Basic II Plateau State, Nigeria;
2. There is no the difference between performance of students taught Social Studies using concept mapping and those taught using conventional method in Upper Basic II in Plateau State, Nigeria ;
3. There is no significant difference in students' motivation before and after being taught Social Studies using concept mapping in Upper Basic II in Plateau State, Nigeria;

Significance of the Study

The results of this research work could be of great significance to students, teachers and educational administrators. This study is important to Social Studies students as it demonstrates that the adoption of concept mapping enhances their understanding, performance, and motivation in Social Studies. The finding show that this strategy promote active learning and improve retention compared to conventional methods. Consequently, students can develop stronger study habits and a more positive attitude toward Social Studies as a subject. To Social Studies teachers, the study provides them with practical evidence on the effectiveness of concept mapping in improving classroom engagement and learning outcomes. This may encourage teachers to move away from traditional lecture-based methods and adopt more interactive, student-centred approaches. By applying these strategies, teachers can facilitate better comprehension and sustain students' interest in Social Studies lessons. The study offers valuable guidance to educational administrators in Plateau State and beyond on the importance of supporting innovative teaching strategies.

METHODOLOGY

The study adopted a quasi-experimental pre-test–post-test non-equivalent control group design to examine the effect of concept mapping on Upper Basic II students' academic performance and motivation in Social Studies in Plateau State, Nigeria. The population comprised 21,879 Upper Basic II students enrolled in public schools in the state. A purposive sampling technique was used to select participating schools based on availability of intact classes and administrative consent. A total of 131 students participated in the study, with intact classes assigned to experimental and control groups. The experimental group was taught using the concept mapping strategy, while the control group received instruction through the conventional lecture method. Two instruments were used for data collection: the Social Studies Performance Test (SSPT) and the Social Studies Motivation Questionnaire (SSMQ). The instruments were validated by experts in Social Studies Education, Curriculum Studies, and Measurement and Evaluation. A pilot study was conducted to determine reliability. The SSPT yielded a Pearson Product Moment Correlation coefficient of 0.619, while the SSMQ produced a Cronbach's alpha coefficient of 0.788, indicating acceptable reliability. Data were collected through the administration of pre-tests and post-tests to both groups before and after the instructional intervention. Descriptive statistics (mean and standard deviation) were used to answer the research questions, while inferential statistics were employed to test the hypotheses at the 0.05 level of significance. Specifically, paired sample t-test and independent sample t-test were used to analyze differences in academic performance, while the Wilcoxon signed-rank test was used to examine differences in students' motivation.

RESULTS

The data collected from the respondents, in line with each research question were analysed using mean and standard deviation, presented in tables, and interpreted accordingly.

Research Question One:

What is the difference between the pre-test and post-test academic performance of The research design adopted was quasi-experimental, made up of pre-test-post-test non-equivalent control group and descriptive research design to assessed student motivation towards learning of Social Studies. The population for the study consisted of twenty-one thousand seven hundred nine (21879) with the sampled size of 131 student. Two instruments were developed and used for the purpose of data collection. They were Social Studies Performance Test (SSPT) and Social Studies Motivation Questionnaire (SSMQ). The content and construct validity of the instruments were determined by three experts; one in Social Studies Education Unit, one in Test and Measurement, and the other in Curriculum Unit, all from University of Jos, under Faculty of Education. Pilot test was conducted and the reliability for SSPT and SSMQ were analyzed using Pearson Product Moment Correlation Coefficient and Cronbach Alpha Coefficient formula. The reliability coefficients for were found to be .619 and .788 respectively. Data collected for research questions were answered using descriptive statistics of mean and standard deviation. Hypothesis one were tested using paired sampled t-test, hypothesis two uses independent sample t-test and also Wilcoxon statistics tested hypothesis three at a significance level of 0.05 students taught Social Studies using concept mapping in Upper Basic II in Plateau state, Nigeria? This research questions were answered using Means and standard deviation to describe the participants' pre-test and post-test scores, as shown in Table 1:

Table 1: Analysis of Pre-test and Post-test Performance of Students taught Social Studies using Concept Mapping

Type of Test	N	\bar{X}	SD	Mean Diff.
Pre-test	46	60.63	13.939	20.41
Post-test	46	81.04	13.069	

Analysis in Table1 shows that the pre-test mean performance score of students taught Social Studies using concept mapping was 60.63 with a corresponding standard deviation of 13.939, while their post-test mean performance score was 81.04 with a standard deviation of 13.069. The mean difference between the pre-test and post-test performance scores of the students was 20.413 in favour of post-test. Thus, it was established that the post-test performance of the students in Social Studies was higher compared to their pre-test performance.

Research Question Two:

What is the difference between performance of students taught Social Studies using concept mapping and those taught using conventional method in Upper Basic II in Plateau state, Nigeria? The results of the analysis of the post-test scores of students taught Social Studies using the concept mapping and conventional method were used to answer the research question, as shown in Table 2:

Table 2: Analysis of Mean Performances of Students taught Social Studies using Concept Mapping and Conventional Method

Method	N	\bar{X}	SD	Mean Diff.
Concept Mapping	46	81.06	13.19	
Conventional	41	67.12	10.51	13.92

Based on the analysis indicated in Table 2, the mean performance scores of students taught using concept mapping and conventional method were 81.06 and 67.12 with standard deviations 13.19 and 10.51 respectively. The difference in the mean performance scores of concept mapping and conventional method was 13.92 in favour of the concept mapping. As the value of the mean difference is large, it implies that the students taught Social Studies using the concept mapping outperformed their counterparts who were taught using the conventional method.

Research Question Three:

What is the mean difference in students' motivation before and after being taught Social Studies using concept mapping in Upper Basic II in Plateau state, Nigeria?

This research question was answered using the mean score, as indicated in Table 3.

Table 3: Analysis of the Difference in the Motivation of Students before and after being taught Social Studies using Concept Mapping

Method	N	\bar{X}	Mean Rank	Mean Diff.
Motivation Before	46	1.2	26.12	
Motivation After	46	3.4	21.97	2.20

Data in Table 3 reveal that 1.2 mean average motivation of students before they were taught Social Studies using the concept mapping strategy. After exposing them with concept mapping their mean motivation increased to 3.4. This implied that concept mapping strategy increase students' motivation in learning Social Studies in Upper Basic II in Plateau state, Nigeria.

Testing Hypotheses

Paired sample t-test, independent sample, t-test and Wilcoxon statistics were used to test the hypotheses formulated in the study at the 0.05 level of significance, as presented below.

Hypothesis one: There is no significant difference between the pre-test and post-test academic performance of students taught Social Studies using concept mapping in Upper Basic II in Plateau state, Nigeria.

This hypothesis was tested using the paired sample t-test at the 0.05 level of significance. The result of the hypothesis tested is presented in Table 4.

Table 4: Paired Sample t-test Difference between the Pre-test and Post-test Performance of Students taught Social Studies using Concept Mapping

Test-Type	N	\bar{X}	SD	Df	t-cal	p-value	Remark
Pre-test	46	60.63	13.939				
				45	11.997	.000	Rejected
Post-test	46	81.06	13.069				

Table 4 presents the results of a paired sample t-test conducted to compare students' mean performance scores before and after being taught Social Studies using the concept mapping strategy. As indicated in the table, the mean performance of students in the pre-test was 60.63, while the post-test mean performance score increased to 81.06. This shows a noticeable improvement in students' performance after the intervention. The calculated t-value (tcal) is 11.997 with 45 degrees of freedom (df = 45). The corresponding p-value = 0.000, which is less than the 0.05 level of significance ($p < 0.05$), indicating that the difference between the pre-test and post-test mean performance scores is statistically significant. Therefore, the hypothesis which states that there is no significant difference between the pre-test and post-test academic performance of students taught Social Studies using concept mapping in Upper Basic II in Plateau state, Nigeria is rejected.

Hypothesis Two: There is no significant difference between the performances of students taught Social Studies using concept mapping and those taught using conventional method in Upper Basic II in Plateau state, Nigeria.

This hypothesis was tested using the independent sampled t-test at the 0.05 level of significance, as presented in Table five.

Table 5: Independent Sampled t-test Statistics of Students taught Social Studies using Concept Mapping and Conventional method

Test-Type	N	X	SD	Df	t-cal	p-value	Remark
Concept Mapping Strategy	46	81.06	13.19	85	5.68	.000	Rejected
Conventional Method	41	67.12	10.51				

Table 5 presents the independent sampled t-test results comparing the post-test performance of students taught Social Studies using concept mapping and conventional. The result shows that the calculated t-value is 5.68 with a corresponding p-value of .000 which is greater than 0.05 level of significance. Since the p-value (.000) is less than 0.05, the result is statistically significant and the hypothesis was rejected. This implies that there is significant difference between the performances of students taught Social Studies using concept mapping and those taught using conventional in Upper Basic II in Plateau state, Nigeria.

Hypothesis Three: There is no significant difference in students' motivation before and after being taught Social Studies using concept mapping in Upper Basic II in Plateau state, Nigeria.

This hypothesis was tested using Wilcoxon statistics at the 0.05 level of significance, as indicated in Table 6.

Table 6: Wilcoxon Statistics Difference between Students' Motivation Before and After being taught Social Studies using Concept Mapping

Variable	N	X	Mean Rank	Df	Z	p-value	Remark
Motivation Before	46	1.2	26.12	90	12.05	.001	Rejected
Motivation After	46	3.4	21.97				

Table 6 presents the Wilcoxon statistics results comparing students' motivation before and after being taught Social Studies using concept mapping in Upper Basic II in Plateau state, Nigeria. The result shows that the calculated Z value is 12.05 with a corresponding p-value of .001 which is less than 0.05 level of significance, since the p-value (.001) is less than 0.05, the result is statistically significant and the hypothesis was rejected. This implies that there is significant difference between students' motivation before and after being taught Social Studies using concept mapping in Upper Basic II in Plateau state, Nigeria.

Discussion of Findings

Research question one determined the difference between the pre-test and post-test academic performance of students taught Social Studies using concept mapping in Upper Basic II in Plateau State, Nigeria. The finding revealed that the mean difference between the pre-test and post-test performance scores of the students was 20.413 in favour of the post-test, indicating that the post-test performance of the students in Social Studies was higher compared to their pre-test performance. Also, the result of the tested hypothesis one, related to this research question, shows that there was a significant difference between the pre-test and post-test academic performance of

students taught Social Studies using concept mapping in Upper Basic II in Plateau State, Nigeria. This implies that the concept mapping strategy contributed meaningfully to students' academic improvement, confirming that it is an effective instructional approach for teaching Social Studies. This finding aligns with the reports of previous research. For instance, Akeju et al. (2017) also found a significant difference between the pre-test and post-test achievement scores of the students. In a related development, Ahmad and Munawar (2018) reported a large gap in the pre-test and post-test achievement of those exposed to the concept mapping teaching strategy. To further support the effect of concept mapping on students' performance, the report by Birabil (2020) indicated that students taught Social Studies using the concept-mapping technique had significantly higher mean performance scores than before the intervention, demonstrating a marked improvement between pre-test and post-test results. The observed improvement in students' post-test performance suggests that concept mapping enhances meaningful learning by allowing learners to visualise the relationships among ideas rather than memorising isolated facts. When students actively construct concept maps, they are able to identify key concepts, link them logically, and organise information in a way that makes it easier to understand and recall. This interactive process fosters deeper comprehension and helps students integrate new knowledge into existing cognitive structures. Consequently, learners become more confident in applying concepts to new situations, which is reflected in their improved academic achievement. The use of concept mapping in Social Studies also promotes active participation and collaboration among students, as they work together to build and refine maps, discuss linkages, and clarify misconceptions. This collaborative engagement further deepens understanding and enhances retention, explaining the significant difference in their pre-test and post-test performance. It is in this regard that Alirezaei and Rezaei (2022) posited that using concept maps encourages students to engage actively with the content, leading to improved critical thinking and problem-solving skills.

Analysis of research question two as regards the difference between the performance of students taught Social Studies using concept mapping and those taught using the conventional method in Upper Basic II in Plateau State, Nigeria, revealed that the difference in the mean performance scores of concept mapping and the conventional method was large in favour of concept mapping. Analysis of hypothesis four related to this research question shows that there was a significant difference between the performances of students taught Social Studies using concept mapping and those taught using the conventional method in Upper Basic II in Plateau State, Nigeria. This finding suggests that the concept mapping strategy provided students with a better opportunity to retain knowledge, leading to higher performance levels. In contrast, the conventional method was less effective in promoting deep understanding of the subject matter. This is supported by some previous research, such as Abdelrahman & Ahmed (2018), which reported that the students who were taught with a digital-based concept mapping strategy performed better than those who were taught with the conventional method. Another study (Jaya & Gurmit, 2015) showed that achievement in chemistry of the group taught by concept mapping was significantly higher as compared to the group taught by the conventional method. A more recent study (Ugwoke & Ude, 2022) also reported that students taught using concept mapping performed better than those taught using the lecture method, indicating that concept mapping enhances students' performance. One of the findings in a study (Awodun, 2017) indicated no significant difference in pre-test scores of experimental and control groups, confirming group homogeneity, but post-test performance scores were significantly higher in the experimental group taught using concept mapping.

The large difference in performance between students taught using concept mapping and those taught with the conventional method indicates that concept mapping offers a more engaging and effective approach to learning Social Studies. This improvement can be attributed to the way concept mapping allows students to visualize connections among ideas, organisevisualise information logically, and actively construct knowledge rather than simply memorising facts. By linking new information to prior knowledge, students develop a deeper understanding and are able to recall and apply concepts more effectively during assessments. The conventional method, on the

other hand, often limits students to passive listening and note-taking, which may not fully stimulate critical thinking or long-term retention. The significant performance gap also suggests that concept mapping encourages active participation and meaningful learning experiences that enhance comprehension and motivation. Overall, this finding underscores the importance of adopting learner-centred instructional strategies like concept mapping, which promote better understanding and sustainable academic achievement compared to traditional teaching approaches

Findings related to the three research questions with respect to the mean difference in students' motivation before and after being taught Social Studies using concept mapping in Upper Basic II in Plateau State showed that students' motivation before exposure to the concept mapping strategy was low but increased after exposure to the concept mapping strategy. A significant difference was also found in students' motivation before and after being taught Social Studies using concept mapping. This implies that teachers can boost students' motivation by adopting the concept mapping strategy rather than relying on conventional teaching methods. This finding aligns with results of prior research; for instance, Chukwu (2022), whose study determined the effect of the concept mapping instructional strategy on students' achievement and motivation in geometric constructions, showed that the concept mapping instructional strategy facilitated the achievement and motivation of the students in geometric construction. The study by Ademola (2016) on the effect of concept map instructional strategy on students' motivation to learn HIV/AIDS content in biology showed that concept map instructional strategy has a significant effect on students' motivation in senior secondary schools. The remarkable rise in students' motivation after being taught through concept mapping suggests that this strategy stimulates curiosity and active engagement in the learning process. By enabling learners to visually organise ideas and observe the interconnections among concepts, concept mapping transforms abstract information into meaningful patterns that are easier to grasp. This sense of clarity and structure enhances students' confidence and interest, encouraging them to participate more enthusiastically in classroom activities. The method also empowers students to take ownership of their learning, as they become actively involved in constructing and interpreting knowledge rather than passively receiving information. Such involvement fosters a deeper emotional connection to the subject matter, which in turn sustains motivation and positive attitudes toward learning. Overall, the improvement in motivation indicates that concept mapping not only enhances academic performance but also cultivates intrinsic enthusiasm for learning Social Studies.

CONCLUSION

Based on the findings of the study, it was concluded that concept mapping enhanced students' academic performance and motivation in Social Studies at the Upper Basic II level in Plateau State, Nigeria. The findings revealed that the strategy proved effective for Social Studies learning and other school subjects, indicating the need for teachers to embrace more student-centred instructional approaches like concept mapping to achieve better learning outcomes.

RECOMMENDATIONS

Based on the outcomes of the study, the following were recommended.

1. Teachers are advised to adopt concept mapping in teaching Social Studies by integrating it into lesson plans to help students visualise and organise key concepts and relationships among ideas during Social Studies instruction. This can be done by training teachers on how to design and guide students in constructing concept maps for each Social Studies topic.
2. Educational policymakers should make instructional materials and classroom facilities available to support interactive and group-based learning. This can be done by supplying visual aids, charts, and group-learning spaces that enable effective use of concept mapping.

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