



EFFECT OF COLLABORATIVE LEARNING METHOD ON STUDENTS' INTEREST AND ACADEMIC PERFORMANCE IN SOCIAL STUDIES UPPER BASIC II IN KOGI STATE

JAMES, Ojochide Obaka¹, SHAIBU, Joseph Saka, PHD² & ABDUL, Hamza³

^{1,2,3} Department of Social Sciences Education (Social Studies), Faculty of Education, Prince Abubakar Adu University, Anyigba

ABSTRACT

This study examined the effect of collaborative learning on students' interest and academic performance in Social Studies at the Upper Basic II level in Kogi State, Nigeria. Guided by two objectives, two research questions and corresponding of two hypotheses tested at a 0.05 level of significance. The study adopted a quasi-experimental design. The population consisted of 29,567 Upper Basic II students (15,202 males and 14,365 females). A sample of 215 students (113 males and 102 females) from two intact classes was selected through a multi-stage sampling technique. These were assigned into an experimental group and a control group. The experimental group was taught using the collaborative learning method, while the control group received instruction through the conventional method. Two research instruments developed by the researcher – Social Studies Performance Test (SSPT) and Social Studies Interest Questionnaire (SSIQ) – were used to collect data, which was analyzed using SPSS. The reliability coefficient of SSIQ and it yielded 0.97 while that of SSPT yielded 0.75 using Kuder Richardson 20. Key findings revealed that students taught with the collaborative learning method showed significantly higher interest and better academic performance in Social Studies compared to those taught with the conventional method. The study concluded that collaborative learning enhances both interest and performance in Social Studies and helps minimize gender disparities in academic outcomes. Based on these findings, the study recommended the adoption of collaborative learning strategies by Social Studies teachers to improve learning outcomes.

KEYWORDS: Collaborative Learning, Students' Interest, Academic Performance, Social Studies, Upper Basic

INTRODUCTION

Social Studies is one of the disciplines offered in Upper Basic schools today. The study of Social Studies covers a variety of human experiences. The knowledge, skills, attitudes, and behaviours that a society believes are essential for understanding how people connect to one another, their environment, and themselves are important to students' (learners) through the study of Social Studies. The study of Social Studies focuses on how individuals interact with one another, with their physical and social contexts, and with each other (Nworgu, 2023). Therefore, Social Studies is concerned with the whole of man, including what he does to himself, his surroundings, and how those things influence him. The main objective of Social Studies education is to equip students' with the knowledge, abilities, and competences they need to be engaged, informed citizens who can think critically, comprehend and articulate the perspectives of others, form opinions, and successfully convey their ideas. Utulu and Shaibu (2013) defined social studies as a way of life, a way of seeing, viewing, conceptualizing and appreciating things and issues with special regards to their proper place and function in the re-ordering and management of man's total natural, social and technological environment.

The objectives of Social Studies in Nigeria reflect the national objectives of education as a whole (Zaria & Bulya, 2022). This is because Social Studies draw its concepts from all the basic subjects at the primary and secondary levels of education such as History, Government, Economics and Religion. As a result, the objectives of Social Studies tend to reflect the objectives of these subjects. Again, the subject is designed to offer solutions to societal issues or offer a remedy to national problems. Thus its objectives must be relatively intertwined with national goals of education if it is to meet the expected objectives. Some of these objectives include promoting values and good citizenship, understanding the social- economic problems of the country and be able to exercise judicious judgment, to make the



environment more intelligible and creating a desire for intelligence participation in civic and social activities. Others include developing the power of evaluating facts of clear independent thinking and judgment, creating the knowledge and appreciating the principles underlying same and enduring and promoting broad interest, cooperation, tolerance and sympathy for all ethnic groups, race, and creed among others.

Students' interest in Social Studies has to do with curiosity to learn Social Studies. It also means to pay attention to what is being taught and learnt (Obudu, 2024). Interest is also viewed as a concept that determines the possibility of learners achieving learning goals by investing more time and energy towards it. Interest motivates Social Studies students' intrinsically to learn Social Studies materials. However, Ikwumele and Mozieobi (2024) and Zaria and Bulya (2022) reported low interest of students' in Social Studies. This could be attributed to the use of conventional teacher-centered teaching strategies that are boring and defective. This implies that the use of learner-centered collaborative method where students' co-learn and share ideas could help to improve students' interest in Social Studies.

Academic performance refers to the ability of students' to study and remember facts and being able to communicate their knowledge verbally or put down on a paper (Aduloju, 2024). According to Damsa (2019), students' academic performance in school is measured mainly in terms of their ability to pass or fail examinations (internal and external). Damsa further states that academic performance of male and female students' is a very vital evidence of measuring their level of knowledge, skills, ideas, values acquired in school. Academic performance is also the measure of what a student (irrespective of gender) achieved after exposure to an educational programme using teaching and learning method. Studies on performance indicates that, students' performance in Social Studies has been poor.

Collaborative learning method according to Stauffer (2023) is a creative method of teaching which enhance the teaching and learning process in schools. Chiu (2024) asserted that collaborative learning activities can include collaborative writing, group projects, joint problem solving, debates, study teams, and other activities. Further, collaborative method engenders opportunities for discussion, problem solving, creating solution and working with peers (Ekeruo, 2021). Ekeruo suggested that collaborative learning should be given adequate attention by teachers as it improves performance, long-term memory and positive attitude towards learning, self-concept and social skill. Collaborative learning is one method for group instruction which is under the learner-centered method. It is a pedagogical method that promotes students' to students' interaction through working in small groups to maximize their learning and reach their shared goals. Collaborative Learning Method (CLM) may be defined as an educational method that involves groups of learners working together to solve a problem, complete a task or create a product (Meziobi, 2024). Students' learning challenges are minimized when they are actively involved in the process of collaborative learning as they share ideas. Collaborative learning therefore could enhance students' performance and interest of learners in Social Studies as they are engaged in a common task as they depend on and are accountable to one another.

Collaborative learning method shares the idea that students' work together to learn and are responsible for their team mates' learning as well as their own (Needham, 2023). Regardless of the topic, students' tend to learn what is taught and retain it longer than when same content is presented in other formats. In a nut shell, it involves ideas sharing between the group members towards attaining the desired performance. To be collaborative according to Needham (2023), group members must promote each other's learning and success face-to-face: hold each other personally and individually accountable to do a fair share of the work, use the interpersonal and small group skills needed for collaborative efforts to be successful. This may helps to stimulate as well as increase male and female students' interest in the subject like Social Studies.

Statement of the Problem

Social Studies plays a significant role in imparting desired positive values, attitudes, and social skills to citizens including providing valid solutions to social problems facing the country. Regrettably, there is evidence from literature that male and female students' interest and performance in the subject has been poor. This poor interest and performance of students' in the subject has been attributed to the use of defective teacher-centered teaching method which only provide passive learning experiences to learners. The search for effective teaching method that could engender high performance and interest in Social Studies has become necessary due to declining performance and interest of learners irrespective of gender in the subject.



Contemporary teaching method advocate the use of learner-centered and engaging teaching and learning like collaborative learning involves collective sharing of ideas as learners are exposed to learning tasks. Personal observation by the researcher based on literature evidence reveals that studies on the effects of collaborative learning on interest and performance of students’ in Social Studies in the study area are scarce. Again, there is no consensus in research reports on the effects of collaborative learning on interest and difference. For instance, while Okoiye, Ofoegbu and Chimezie (2021) and Ajaja and performance of students’ in Social Studies based on gender. The conflicting nature of the research reports necessitated this study which is set to determine the effects of collaborative learning on students’ interest and academic performance in Social Studies in Kogi State.

Purpose of the Study

The purpose of this study is to investigate the effects of collaborative learning method on students' interest and academic performance in Social Studies in Kogi State. Specifically, the study to:

1. examine the difference in the interest ratings of students’ taught Social Studies using collaborative learning method and those taught using conventional method;
2. investigate the difference between the performance of students’ taught Social Studies using collaborative learning method and those taught using conventional method:

Research Questions

The following research questions guided this study:

1. What is the difference in the interest mean ratings of students’ taught Social Studies using collaborative learning method and those taught using conventional method?
2. What is the difference between the performance mean scores of students’ taught Social Studies using collaborative learning method and those taught using conventional method?

Hypotheses

The following hypotheses were formulated and test at 0.05 level of significance:

- Ho₁: There is no significant difference between the interest mean ratings of students’ taught Social Studies using collaborative learning method and those taught using conventional method
- Ho₂: There is no significant difference between the performance mean scores of students’ taught Social Studies using collaborative learning method and those taught using conventional method
- Ho₃: There is no significant difference between the interest mean ratings of male and female students’ taught Social Studies using collaborative learning method
- Ho₄: There is no significant difference between the performance mean scores of male and female students’ taught Social Studies using collaborative learning method

METHODOLOGY

This chapter deals with the research design, population, sample and sampling technique, instrumentation, method of data collection and method of data analysis. This study employed quasi-experimental design, specifically the pre-test, post-test, non-equivalent, control group design. Quasi- experimental design, according to Emaikwu (2024), involves the administration of pre and post-tests in intact classes’ randomization of subjects. This design is particularly chosen for this study because true experimental studies are not easily conducted in a school setting, as certain classroom situations do not allow themselves for easy randomisation. Intact classes were randomly assign to experimental and control groups. The design is as shown in Figure I.

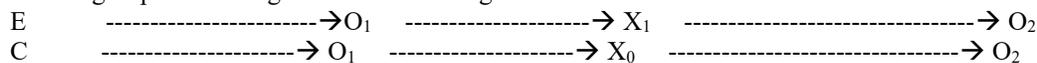


Figure 1: Research Design Illustration

Where:

- E = Experimental Group
- C = Control Group
- O₁ = Pre-test
- O₂ = Post-test
- X₀ = conventional chalk board method
- X₁ = Treatment Group (E) using collaborative learning method



The population of this study comprises of 29,567 students' in Kogi State comprising 15,202 male and 14,365 female students' (Teaching Service Board Lokoja, 2024). A sample of 215 students' comprising 113 male and 102 female Upper Basic II students' were used for this study. Multi-stage sampling technique was be use in the study. Simple random sampling was use to select two local government areas (Dekina and Bassa) from Kogi East. This will be done by numbering papers based on the number of local government areas in the zone out of which two was randomly pick (Dekina and Bassa). Purposive sampling technique was used to select two schools' cache from the local government sampled for the study.

Social Studies Performance Test (SSPT) and Social Studies Interest Questionnaire is (SSIQ) develop by the researcher and was use for data collection. SSPT consists of Sections A and B. Section A sought biodata of the respondents like gender, while section B have 25 multiple choice items with options lettered A - D. Topics to cover are culture, marriage, family and drug abuse from Upper Basic II Social Studies curriculum, SSIQ is also made up of sections A and B. Section A sought biodata of the respondents like gender while section B has 30 items on interest with response options ranging from Strongly Agree (4 points). Agree (3 points). Disagree (2 points) and Strongly Disagree (1point) for positive items: but however in reverse order for negative items. The respondents ticked the option that best express their level of interest. The researcher obtained an official permission for collection of data in the selected schools from the school principals.

Four Social Studies teachers was used as research assistants and train by the researcher. The training programme focused on the teaching of Social Studies using experimental and conventional method. The training for the experimental group is going to be demonstrated by two instructional activities with emphasis on collaboration of students' in classroom activities and active participation. The training is going to last for five days with two hours per session. Topics for the lessons are: culture, marriage practices, Family and drug abuse. The training were done as follows:

Day 1: The researcher trained the research assistants on the objectives of the study and the procedure for the treatment.

Day 2: The specific instructional method was presented and explained to the research assistants. They were giving the opportunity to ask questions on how to teach with the lesson plans.

Day 3: The research assistants then trained on how to teach with the lesson plans with emphasise on collaborative learning.

Day 4: The research assistants were giving the lesson plans with the different method to study. The researcher made clarifications where the research assistants have difficulty in the presentation.

Stage 5: The researcher training the research assistants on how to administer the SSPT and SSIQ.

The experimental treatment is going to last for a period of six weeks. The first week was used for administration of pre-test, weeks two to five was used for treatment while week six was used for post-test administration. Treatment for the experimental group take place once a week for 40 minutes.

Experimental Group: Students' in the experimental group was taught using collaborative learning method. The students' were grouped within the classroom where they learn collaboratively as the teacher guide the students' using concrete instructional material involving real life situations and active participation by the students. After the four weeks of treatment, SSPT and SSIQ were re-administered to the students' as post-test.

Mean and standard deviations was used to answer the research questions. Analysis of Covariance (ANCOVA) was used to test the hypotheses at 0.05 level of significance. The choice of this statistical instrument is justified by the fact that the hypotheses are testing the significant effect of independent variable over the dependent variable and ANCOVA is appropriate for studies that use intact classes as it minimizes the effect of the covariates on the findings of the study (Emaikwu, 2021).

RESULTS OF THE FINDINGS

The results of the data analysis and interpretation are presented according to the research questions and hypotheses formulated for this study. Data related to each research question and hypothesis are presented on a separate table to aid comprehension of the analysis and interpretation of results. The decision rule was that null hypotheses were rejected if the p-value was less than 0.05 and not rejected if otherwise.



Research Question One

What is the difference in the interest mean ratings of students’ taught Social Studies using collaborative learning method and those taught using conventional method?

Table 1: Mean and Standard Deviation of Interest Ratings of Students’ Taught Social Studies Using Collaborative learning method and Conventional Method.

Method		Pre-Interest	Post-Interest	Mean Gain
Collaborative	Mean	1.89	3.35	1.46
	Std. Deviation	0.44	0.32	
	N	98	98	
Conventional	Mean	1.88	1.95	0.07
	Std. Deviation	0.26	0.41	
	N	17	17	
Mean Difference		0.01	1.40	1.39

Table 1 reveals that the interest mean ratings of students’ taught Social Studies using collaborative learning method was 1.89 with standard deviation of 0.44 at pre-test. It also shows mean value of 3.35 with standard deviation of 0.32 in post-test. The interest mean ratings of students’ taught Social Studies using conventional method was 1.88 with standard deviation of 0.26 during pre-test. It also shows mean value of 1.95 with standard deviation of 0.41 in post-test. Table 1 also revealed that the mean gain of students’ taught Social Studies using collaborative learning method was 1.46, while those taught using conventional method had a mean gain of 0.07. The mean difference between the groups is 1.39 in favour of collaborative learning group.

Research Question Two

What is the difference in the performance mean scores of students’ taught Social Studies using collaborative learning method and those taught using conventional method?

Table 2: Mean and Standard Deviation of Performance Test Scores of Students’ Taught Social Studies Using Collaborative learning method and Conventional Method.

Method		Pretest	Posttest	Mean Gain
Collaborative	Mean	8.04	17.62	9.58
	Std. Deviation	1.60	1.39	
	N	98	98	
Conventional	Mean	6.99	10.72	3.73
	Std. Deviation	1.49	1.57	
	N	117	117	
Mean Difference		1.05	6.90	5.85

Data from table 2 shows that the performance mean scores of students’ taught Social Studies using collaborative learning method was 8.0 with standard deviation of 1.60 during pre-test it also shows mean value of 17.62 with standard deviation of 1.39 in post-test. The performance mean scores of students’ taught Social Studies using conventional method was 6.99 with standard deviation of 1.49 during pre-test. In posttest the mean value is 10.72 with standard deviation of 1.57. Table 2 further reveals that the mean gain of students’ taught Social Studies using collaborative learning method was 9.58, while those taught using conventional method had a mean gain of 3.73. The mean difference between the groups is 5.85 in favour of students’ taught using collaborative learning method.

Hypothesis One: There is no significant difference in the interest mean ratings of students’ taught Social Studies using collaborative learning method and those taught using conventional method



Table 3: ANCOVA Result of the Difference in the Interest mean ratings of Students’ Taught Social Studies Using Collaborative learning method and Conventional Method.

Source	Type III of Sum squares	Df	Mean Square	F	Sig.
Corrected Model	105.126 ^a	2	52.563	375.808	.000
Intercept	54.042	1	54.042	386.379	.000
Preinterest	.049	1	.049	.352	.553
Method	105.124	1	105.124	751.596	.000
Error	29.652	212	.140		
Total	1572.155	215			
Corrected Total	134.778	214			

a. R Squared =.780 (Adjusted R Squared=.778)

The result from table 3 reveals that $F(1,214) = 751.596$; $p = 0.000 < 0.05$. Since $p < 0.05$, the null hypothesis is therefore, rejected. Thus, it implies that there is significant difference in the interest mean ratings of students’ taught Social Studies using collaborative learning method and those taught using conventional method. Thus, based on evidence from data analysis, collaborative learning method significantly facilitated students’ development of interest more compared to conventional method.

Hypothesis Two: There is no significant difference in the performance mean scores of students’ taught Social Studies using collaborative learning method and those taught using conventional method

Table 4: ANCOVA Result of the Difference in the Performance mean scores of Students’ Taught Social Studies Using Collaborative learning method and Conventional Method.

Source	Type III of Sum squares	Df	Mean Square	F	Sig.
Corrected Model	2548.503 ^a	2	1274.251	578.975	.000
Intercept	1936.445	1	1936.445	879.852	.000
Pretest	6.137	1	6.137	2.789	.096
Method	2355.220	1	2355.220	1070.128	.000
Error	466.586	212	2.201		
Total	44347.000	215			
Corrected Total	3015.088	214			

a. R Squared =.845 (Adjusted R Squared=.844)

Table 4 reveals that $F(1,214) = 1070.128$; $p = 0.000 < 0.05$. Thus, the null hypothesis is rejected. This implies that, there is significant difference in the performance mean scores of students’ taught Social Studies using collaborative learning method and those taught using conventional method. Thus, based on evidence from data analysis, collaborative learning method significantly enhance students' performance than conventional method.

DISCUSSION OF FINDINGS

This study examined the effects of collaborative learning on Upper Basic II students’ interest and academic performance in Social Studies in Kogi State, Nigeria. The summary of the major finding revealed that there is significant difference in the interest mean ratings of students’ taught Social Studies using collaborative learning method and those taught using conventional method, there is significant difference in the performance mean scores of students’ taught Social Studies using collaborative learning method and those taught using conventional method, there is significant difference in the interest mean ratings of male and female students’ taught Social Studies using collaborative learning method and there is no significance difference in the performance mean scores of male and female students’ taught Social Studies using collaborative learning method. The findings are discussed in line with the variables of the study.

This study found that there is significant difference in the interest mean ratings of students’ taught Social Studies using collaborative learning method and those taught using conventional method. This finding agrees with the finding of



Fitri (2010) that interest ratings of students' exposed to collaborative method reading and conventional reading activities are significantly different. Furthermore, the finding confirms the findings by Eriba and Samuel (2018) and Yunusa, Abdulwahid, and Adullahi (2024) that Cooperative Instructional Method (CIS) significantly affects student interest compared to the conventional lecture method. The finding also coincide with Danjuma (2015) who's study found that collaborative instructional method enhanced students' interest more than the competitive learning method. Finding of this study is also consistent with Ardodo and Gbore's (2012) view that students' interest could be enhanced through the use of innovative strategies that stimulate their interest. Collaborative learning method can increase students' interest due to increased sharing of ideas and engagement (Owora & Chika, 2019). Finding in this study also coincides with Onu, Anyaegbunam and Uzoigwe's (2020) who reported that collaborative instructional method enhanced students' interest more than the conventional learning method.

From the finding, it is evident that, the interest students' show in an activity or area of knowledge predicts how much they would attend to it, and how well they process, comprehend and remember it. In the present study, using collaborative learning method, the teacher was able to motivate students' to develop interest in Social Studies by identifying and catering for the intellectual needs of the students. Therefore, with collaborative learning method, learners were subjected to activities that aided the development of interest. This accounts for the overall higher interest mean rating of students' exposed to collaborative learning method over the conventional method

CONCLUSION

The study concluded that collaborative method is capable of enhancing the interest and performance of students' in Social Studies. Furthermore, the findings in this study revealed that collaborative learning is efficacious in eliminating gender related differences in performance in Social Studies learning, indicating that the method is gender friendly. However, collaborative method was not gender friendly in closing the gap of interest in Social Studies. Therefore, collaborative promotes the development of critical thinking through discussion, clarification of ideas and evaluation of others' ideas.

Recommendations

Based on findings of the present study, the following recommendations are outlined.

- i. Social Studies teachers should use collaborative method to ensure effective teaching and learning so as to enhance students' interest and performance in Social Studies instead of the conventional method.
- ii. Teachers should encourage male and female students' during teaching and learning with collaborative method to enhance their interest equally.

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