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Effects of Collaborative Strategy on Junior Secondary Students' Achievement in History in Bauchi Metropolis, Bauchi State, Nigeria

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Abstract

This study investigated the effects of collaborative strategy on junior secondary students' achievement in History in Bauchi metropolis, Bauchi State, Nigeria. The research design for the study was quasi experimental design specifically the pretest and posttest nonequivalent control group. The population for the study was 404 JS 2 students of History. A sample of 58 students from two intact classes from two schools assigned to experimental group A and control group B was used. The experimental group A with 29 students consist of 15 boys and 14 girls, and control group B with 29 students consist of 14 boys and 15 girls in the private Junior Secondary Schools. History Achievement Test was used to collect data. The validity index of HAT was 0.90. Using Kuder-Richardson K- R 20, the reliability for History Achievement Test (HAT) yielded reliability coefficient of 0.87. Data collected were analyzed using mean and standard deviation, while Analysis of Covariance (ANCOVA) was used to test the hypotheses formulated. Findings revealed that the intervention had a strong positive effect on students' achievement in History compared to traditional teaching. The researchers concluded that the application of collaborative strategy is an effective instructional strategy for both male and female students in the classroom. It was therefore, recommended that collaborative strategy should be used in helping students in History achievement in secondary schools.

Keyword: Collaborative Strategy, Achievement and History.

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Introduction

History is a subject that was reintroduced following the development of a Ministerial Strategic Plan on education for change by the Federal Ministry of Education. The plan included the reintroduction of teaching of History at the basic level. This is because there is an understanding that the knowledge of History exposes students to the Historical foundations of Nigeria's unity, diversity and national identity. As the study of past event, particularly of human affairs, it helps student to ask and answer questions of the present by engaging with the past. Recently, the process of teaching and learning History have become more interesting with a possibility for a greater input. This is because History education is based on a rich legacy (Saidu and Alabi, 2020). At the 61st ministerial session, the National Council on Education (NCE), in September 2016, approved the disarticulation of History from social studies curriculum and stated that History should be taught as a separate subject at the Basic Education level as captured in Thisday, 2017. In 2017, July 24th to 28th, a new History Curriculum was approved at the 62nd meeting of the (NCE) in Kano, beginning from the 2018/2019 academic session.

The aim of integrating History into Secondary Curriculum is to foster students understanding of a wider range of phenomena that happened in the past, so as to gain a complete informed identity in a dynamic society (Alabi, 2017). The knowledge of History helps students to develop curiosity and imagination of the past, and their own identity through the understanding of History at local, national and international levels. History contributes to students' capacity to use evidence, assess interpretation, and analyze changes and continuity. It is undeniable that, History promotes nation building, national development as well as career development, as both the teacher and the learner can contribute their own quota to national development. Students may pursue various career such as: law, policy analysis, security studies and analysts, journalism and teachers. This calls for the need to use effective strategy that will improve student's achievement in History in schools.

Ineffective strategies are the current problems affecting the teaching and learning of History in Nigeria today. There are so many strategies available as identified by Jyothish (2021) such as lecture, discussion, field trip, questioning, demonstration, role playing, brainstorming, drama, inquiry and collaborative strategy which are used in the process of learning. If they are not properly employed by the teacher, it may result to poor strategies which can make learning uninterested and boring. For effective teaching and learning to take place, teachers need to possess a sufficient degree of knowledge by realizing the importance of student centered strategies in order to help students' achievement.

Collaborative strategy is a student's centered strategy to learning where students share large responsibilities for conducting inquiries, applying knowledge and making meaning of what they have learnt. The strategies as opined by Jyothish (2021) include others such as; simulation, group projects, book reviews and problem solving, critical debate, jigsaw, think pair share, test taking teams, group grid, structured problem solving and team games achievement division. It is characterized by the following; small number, complementary skills, specific performance goal, shared working experience and mutual accountability. The steps involved for the application of the strategy for teachers is to; develop appropriate task, orient students, facilitate students' collaboration and evaluate students' assignment. The study is focused on collaborative strategy because the strategy places the focus of teaching on learners rather than on the teacher.

Junior Secondary education is a level of education that a child goes through immediately after primary education. It is an interpose between primary and secondary education and, every child in Nigeria ought to pass through the junior secondary school level prior to senior secondary school level. It is an essential level and the third integrant of the Universal Basic Education (UBE) programme known as the Upper Basic (Ogele *et al.*, 2020). This level serves as a bedrock upon which higher learning stands. It is free and compulsory to Nigeria children who are between (11-14) years. The Junior Secondary Schools in Nigeria serves as an orbit that directs all the teaching and learning activities. And it is designed to offer students with knowledge, creativity, innovative skills and opportunities for self-reliance.

The predominant factor that affect achievement among junior secondary students is the use of teaching and learning strategies as revealed by Animba in (2021). Also, the responses of teachers and students on government policies also affects the quality of teachers and the teaching and learning of History in junior secondary schools. Government policies on making History an optional subject in the Nigerian senior secondary school curriculum has affected the general interest in the subject. By the time History as a subject was reintroduced teachers, students and parents have lost interest in the subject. As a result, the number of teachers to teach History and the knowledge of History among graduate was not adequate. Alternatively, teaching of History in a modern and innovative ways can support students' understanding of their historical background, national consciousness and development, and thrive interest in the subject, students can also learn how to construct meanings and interpretations of the past and improve critical thinking skills. This has shown the need for tackling the problem faced in History in junior secondary schools in Bauchi Metropolis.

Based on baseline instructional survey by the researchers, most History teachers in Bauchi are using lecture strategy in History classroom instructional process, which has contributed to the poor achievement of History students in both internal and external examinations. The study by Onu, Anyaegbunam and Uzoigwe (2020) revealed that the application of collaborative strategy had positive effect on students' achievement in a subject. This has prompted the researchers to investigate how collaborative learning strategy in History will help students to overcome poor achievement in the subject.

Statement of the Problem

In Nigerian educational system, the idea behind the re-introduction of History is to inculcate in students' moral values, national consciousness and identity. However, there are problems affecting History subject in schools which include poor implementation of government policies on the 2018 return of History as a school subject after it was banned in 2010 to 2017. Research evidence shows on the achievement of students in History Basic Education Certificate Examination (B.E.C.E.) in 2021, 2022, 2023, 2024, and 2025 in Bauchi Metropolis; there is a problem as the achievement of students was poor. Other problems affecting History subject in secondary schools include; inadequate modern educational resources, insufficient allocation of resources to train History teachers and shortage of History teachers. Despite the efforts made by the Federal Government to revive History by disarticulating it from social studies and reintroducing the subject as standalone in the Nigerian curriculum in 2018/2019 academic session. In addition, training of History teachers across all states, development of History textbooks, organizing seminars and preservation of historical artifacts in national museums. Even now, History teaching and learning in schools is faced with problem of poor academic achievement in internal and external examinations. Although, History teachers are encouraged to apply active strategies that may help students to demonstrate high level of interest, academic proficiency, critical thinking, creative and social skills. Yet, there has been a noticeable trend where junior secondary students are taught History using lecture strategy in Bauchi Metropolis. The increase concern about the achievement of students in their academics is still an issue. School administrators, teachers and parents tend to agree that student's achievement in the classroom has been a threat to students' achievement in external examinations. The continued application of passive strategies has resulted in a gap that fails to stimulate high achievement. If this decline in achievement is not addressed students may risk the knowledge of History, national consciousness and identity, achievement.

Aim and Objectives of the Study

The aim of this study was to investigate the effect of collaborative strategy on Junior Secondary students' achievement in History in Bauchi Metropolis, Bauchi State, Nigeria. The specific objectives of the study are to;

1. Investigate the effect of collaborative strategy on achievement of Junior Secondary Two students.
2. Ascertain the effect of collaborative strategy on achievement mean scores of Junior Secondary Two students in the experimental group based on gender.

Research Questions

The following research questions were raised to guide the study;

1. What are the pretest and posttest achievement mean scores of Junior Secondary Two students in History in the experimental and control groups?
2. What are the pretest and posttest achievement mean scores of Junior Secondary Two students in History in the experimental group based on gender?

Hypothesis

The following hypotheses were formulated and tested at 0.05 level of significance.

1. There is no significant difference in the pretest and posttest interest mean scores of Junior Secondary Two students in History in the experimental and control groups.
2. There is no significant difference in the achievement mean scores of Junior Secondary Two History students in the experimental group based on gender.

Literature Review

Concept of Collaborative Strategy:

Collaborative strategy is a process of teaching and learning that transforms the conventional strategy which is teacher centred activities into students' centered activities in the form of a group learning activities. Owoyemi (2018) defined collaborative strategy (CS) as a strategy in which students' team together to explore a significant question or create a meaningful project. This strategy shares many of the same traits as the cooperative strategy. Similarly, Bhowmik in Achufusi-Aka and Okpanachi (2021) added that Collaborative strategy allows small groups of students to work jointly by sharing knowledge to enhance their knowledge of a subject matter. In this aspect, individual achievement is deemphasized while teamwork is promoted. Furthermore, groups plan to learn activities together, carry out their action plans and present a complete project, display or report to the class and graded their work as a team. Thus, in collaborative situations, students are not simply taking information or ideas rather they are creating something new with the information and ideas. Again, Etim *et al.*, (2024) posit that collaborative strategy is generally used as an umbrella term to describe an activity whereby students work together to achieve a shared learning goal. Also, the strategy is hung on the idea that students learn more effectively when they work together to solve a set of identified problems, share knowledge and support each other's learning. The strategy differs from the dominant form of instruction of lecture or notetaking used in higher education settings where it requires students to passively receiving information from an instructor instead of taking a more active role in their own learning. Collaborative learning is an instructional strategy derived from the theory of constructivism.

Collaborative strategy is a situation in which two or more people learn or attempt to learn something together and more specifically as joint problem solving (Kumar, 2017). Also, the use of collaborative approaches in pedagogies have gained currency in the last few decades. Collaborative learning entails students working together without immediate teacher supervision in groups small enough that all students can participate collectively in a task. It is a mutual engagement of participants in a coordinated effort to solve a problem together. Thus, collaboration can be termed as “coordinated, synchronous activity that is the result of a continued attempt to construct and maintain a shared conception of a problem. A collaborative environment has been strongly recommended to improve students’ cognitive performance, social relationships, and metacognition. This is affirmed by Cheng, Wu and Su (2021), who proofed that the level of collaborative learning is important to the engagement of students in the classroom.

Steps to Design a Collaborative Strategy in History Classroom:

The teacher has an important role to play in designing the activities for collaborative learning. There is needs to select appropriate topics for the activities, divide the students into groups in an appropriate manner, provide leadership, and evaluate the outcomes. As Scager, Boonstra, Peeters, Vulperhorst and Wiegant, (2016) study revealed that design factors and process factors were found to have a positive effect on the effectiveness of collaboration in classroom. Oyadonghan and Ifiezibe, (2025) ascertain that when designing an activity of collaborative strategy if built in an appropriate context in the classroom, the following steps are generally followed: develop appropriate tasks, orient students, form groups, facilitate student collaboration and, evaluate student work. Furthermore, the teacher should give priorities to learning goals, knowledge, skills, abilities, habits and character (Singhi and Bhuyan, 2024). Thus, the teacher should begin with

Selecting the topics:

The first step is to select the topics from the subject that has taught and the learning outcomes are to be included. The whole course should not be selected but certain aspects of the course that needs to be augmented should be carefully chosen for collaborative learning. Group work or team work is employed in those situations where the students are expected to demonstrate problem-solving skills or decision-making skills or apply theoretical knowledge to real world problems.

Forming groups:

The teacher forms groups and assigns students to these groups. The groups are usually kept small, of 4-6 students each, for better outcomes.

Introducing the activity:

The teacher introduces the activity to the students, explains the objectives and the processes for carrying out the activity. The teacher also sets a time limit for the activity.

Teaching students how to work in groups:

Students are usually diverse with different abilities, academic interests and cognitive styles. It is important for the teacher to know the weaknesses, strengths and learning needs of each student and assign them groups in such a manner that it ensures cohesiveness. There could be different types of students in the group, for example, there would be skeptical students, there would be shy students, and there would be dominating students. The teacher has to teach them how to work in an environment of collaboration by applying their interpersonal and organizational skills. The teacher needs to explain the students to recognize the importance of listening, clarifying statements, providing good feedback, keeping discussions on task, probing assumptions and evidence, eliciting viewpoints and perspectives, mediating conflicts, and summarizing the presentation findings. The ground rules for working in a team also need to be spelt out. The teacher should assign roles to the students, such as facilitator, note taker, planner and evaluator.

Provide guidance:

The teacher is not there to dominate the activities but to provide gentle guidance and mentorship. The teacher needs to provide appropriate feedback and ensure the communication is flowing within the group. It is important to allow students make their own decisions about how to proceed.

Evaluation:

The teacher needs to take into account the individual effort and the team effort while grading the group work. The group members should also be asked to assess their operations during the activity. The overall achievement should be based on both the final outcomes and the assessment of the group on their operations. The History teacher can use various activities in facilitating student collaboration on History classroom, clarify collaborative expectations, monitor group work, outline the procedures, give examples if needed, remind groups of ground rules for group interaction, set time limits, provide the task or problem to be solved, field questions before starting and observing interaction of the group.

Collaborative Strategy and Students' Achievement in History

Achievement is an act of finishing something successfully. Ogoke *et al.*, (2022) defined achievement as the act of accomplishing something, especially through exertion, skill, practice or perseverance. It is not only reaching greater heights but also getting something after a struggle. Relating this to academic achievement in this context means success in acquiring skills, knowledge, and attitudes towards the learning concepts. Suleiman (2023) defined academic achievement as the outcomes that indicate how far a learner has progressed in specific goals of activities in instructional settings in the school. Achievement in History subject is an important variable that expresses the success or failure History. Academic achievement also refers to a measure of students' knowledge, understanding, skills and abilities which History students have learnt through standardized test scores or grades offered by the History teachers. Meantime, Satto (2021) argued that, collaborative strategy has increasingly become important in schools and organizations. It is the process by which learners interact in small groups to learn. As a result, students' achievement and productivity rely on their immediate environment and their relationship with the people around them, especially their classmates

Collaborative strategy has a higher positive effect on students' academic achievement than the conventional teaching strategy. This is in line with the studies of Abbey-Kalio, (2023) who reported that collaborative strategy improved students' academic achievement on subject matters in the classroom. The positive effect of collaborative learning strategy on students' academic achievement scores in Chemistry could be as a result of the fact that collaborative learning strategy does not allow the students to sit down and absorbed whatever their teacher brings to the classroom. In addition, outcome of the showed that there was a significant difference between students' academic achievement mean scores taught Chemistry with the collaborative learning strategy and those taught with the discussion strategy. Perhaps, the mutual exploration and constant feedback among students when grouped together significantly leads to better understanding of the difficult areas in Chemistry. This finding is consistent with the assertion of Al-kaabi (2016) reported that, the application of collaborative learning strategy allows intellectual synergy among students and teachers with the sole aim of providing mutual solutions on subject matters in the classroom. In addition, Sakhi and Ajmal (2025) wrote that educators can use the collaborative teaching method in group project, peer tutoring and collaborative problem solving as they have been shown to have a significant positive effect on academic achievement compared to traditional teaching. Uside *et al.*, (2021) encouraged that the use of collaborative teaching strategy should be given attention by teachers in order to address the persistent problem of underachievement in subjects.

Materials and Method

The study adopted a quasi-experimental research design, specifically the non-equivalent pretest- posttest control group design. In this design, there will be two groups known as experimental group and a control group which may not be composed based on randomization but based on using intact class. The choice of pretest and posttest quasi-experimental design is significant to the study and considered suitable because it is best employed where the randomization of subject is not feasible when using intact class that constitute the two groups for the study. The population of this study consisted of 404 JS 2 students of History from 7 private junior secondary schools that are offering History in Bauchi metropolis. The choice of using the private Junior Secondary Two (JSII) students in the study area is because in those private schools they offer History from JSS 1-3. The sample comprised 58 Junior Secondary Two (JS II) students offering History from two private schools from two intact classes. They were assigned to experimental group consisted of 29 students and the control group also consisted 29 students. The purposive and simple random sampling techniques were used to identify the schools that offer History through a baseline survey, while the simple random sampling technique was used to select classes that was used as experimental and control groups for the study.

For this study, purposive sampling technique was employed. The purposive sampling technique was used through a baseline survey to identify private schools that offer History in junior secondary level. This is because the researcher intends to use only JS 2 students in the private schools that offer History at junior secondary and have qualified History teacher. To assign the classes into experimental and control groups a flipping method was employed. The students were not randomized because intact classes from the two sampled schools were involved in the study. Instrument for data collection was History Achievement Test (HAT) with 35 items. The instrument is divided into 3 sections. Section A has; name of school and gender. Section B has 35 multiple choice questions with options A - D. And Section C has five essay test questions. The face and content validity of the History achievement test will be established using four expert's judgement. Kuder-Richardson 20 (KR-20) method internal consistency of the History Achievement Test yielded reliability coefficient of 0.87. Descriptive statistics method using means and standard deviation were applied to answer research questions. To test the hypotheses formulated, inferential statistics was employed. The hypotheses were tested at 0.05 Alpha level of significance using Analysis of covariance (ANCOVA).

Results and Discussion

Research Question 1: *What are the pretest and posttest achievement mean scores of Junior Secondary Two students in History in the experimental and control groups?*

Table 1 shows the pretest and posttest achievement mean scores of Junior Secondary Two students in History in experimental and control groups. Students in experimental group had pretest mean score of 18.72, standard deviation 5.80; post-test mean score of 57.72, standard deviation 15.06; with a pretest mean score difference of 39.00. While Students in

control group had pretest mean score of 18.55, standard deviation 6.76; posttest mean score of 33.48, standard deviation 4.89; with a pretest mean score difference of 14.93. This implies that students in the experimental group showed a large improvement in achievement scores, increasing from 18.72 to 57.72 (mean difference = 39.00). In contrast, the control group improved only slightly (mean difference = 14.93). This implies that the intervention had a strong positive effect on students' achievement in History compared to traditional teaching.

Research Question 2: *What are the pretest and posttest achievement mean scores of Junior Secondary Two students in History in the experimental group based on gender?*

Table 2 shows the extent of pretest and posttest achievement mean scores of male and female Junior Secondary Two students in History in experimental group. Female students had pretest mean score of 20.14, standard deviation 4.38; posttest mean score of 55.38, standard deviation 10.36; with a pretest mean score difference of 35.24. While male students had pretest mean score of 17.40, standard deviation 6.75; posttest mean score of 59.63, standard deviation 18.13; with a pretest mean score difference of 42.23 and posttest mean score difference of 4.25. This implies that after intervention, male students recorded a slightly higher achievement (mean difference = 42.23) than female students (mean difference = 35.24). This suggests that the intervention improved student achievement for both genders, with a small advantage in favour of male students.

Hypothesis 1: *There is no significant difference in the pretest and posttest achievement mean scores of Junior Secondary two students in History in the experimental and control groups.*

Table 3 shows the Summary of Analysis of Covariance (ANCOVA) on pretest and posttest achievement mean scores of Junior Secondary Two students in History in the experimental and control groups. The students in experimental group had a posttest F-value of 66.817 and p-value of 0.000. Since the p-value (0.000) is less than the aprior value of 0.05, there is a statistically significant difference in achievement scores between students in experimental and control groups. In addition, $p \leq 0.05$, partial $\eta^2 = .544$, since the p-value of 0.000 is less than 0.05 level of significance with an effect size of 54.4%. The result further reveals an adjusted R squared value of 0.536, which means that 53.6 percent of the variation in the dependent variable which is interest explained by variation in the treatment, while the remaining 46.4% is due to other factors not included in this study. Hence, it implies that the researcher rejected the null hypothesis.

Table 4 shows the Summary of Analysis of Covariance on Achievement Mean Scores of Junior Secondary two students in History in the Experimental Group based on Gender. The students in experimental group had a posttest F-value of .061 and p-value of 0.805. Since the p-value is greater than the prior value of 0.05, therefore the History achievement mean scores of male and female students in the experimental groups do not differ significantly. In addition, $p \geq 0.05$, partial $\eta^2 = .001$, since the p-value of 0.805 is greater than 0.05 level of significance with an effect size of 0.1%, the null hypothesis was accepted, indicating that there is no significant difference in achievement mean scores of Junior Secondary Two History students in the experimental group based on gender. The result further reveals an adjusted R squared value of 0.744, which means that 74.4 percent of the variation in the dependent variable which is achievement explained by variation in the treatment, while the remaining 25.6% is due to other factors not included in this study. It implies that the researcher accepts the null hypothesis and reject the alternative hypothesis. Which shows that there is no significant difference in achievement mean scores of Junior Secondary Two History students in the experimental group based on gender.

Discussion

Based on the research question on what are the pretest and posttest achievement mean scores of Junior Secondary Two students in History in the experimental and control groups. The finding of research question one revealed that intervention led to a notable descriptive increase in the achievement scores of students in the experimental group, while only a slight improvement was recorded in the control group. This collaborative strategy is an important group strategy that assists students learning. This findings supports the views of Fakomogbon and Bolaji (2020) that the strategy is employed by teachers for facilitating learning and improving students' performance. The finding of research question two revealed that male students achieved slightly higher posttest scores than their female counterparts in the experimental group, suggesting that the intervention had a slightly greater effect on achievement for male students. Although the general performance was moderate. That shows that students were involved in the learning activities as asserted by Oyadonghan and Ifiezibe, (2025) who described the collaborative strategy as a process involving direct interaction and maximum involvement of students in their learning process.

In the inferential analysis, achievement scores improved descriptively in the experimental group which indicated that History achievement mean scores for junior secondary two students in the experimental and control groups differ significantly. Hence collaborative strategy has positive effect on students' achievement. This is in line with the findings of Sada and Adamu (2023) that collaborative teaching strategy has a significant effect of on students' academic performance. The Analysis of Covariance on achievement mean scores of junior secondary two students in History in the experimental group based on gender. Revealed that History achievement mean scores of male and female students in the experimental groups do not differ significantly. Hence, the strategy does not have significant effect on students' gender in the course of the intervention.

Conclusion and Recommendation

The need for applying collaborative strategy to improve junior secondary students' achievement in History is an urgent priority. The strategy has the potential to improve student's achievement in History. The application of this instructional strategy has proven to be an effective tool for both male and female students in the classroom. From the findings of this work, the researchers recommended that collaborative strategy should be used in helping students in secondary schools. This will help improve their achievement scores in both internal and external examinations.

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Tables

Table 1: Analysis of Pretest and Posttest Achievement Mean Scores of Junior Secondary Two Students in History in Experimental and Control Groups

Groups	N	Pretest		Posttest		Pretest Mean Score Difference	Post-test Mean Score
		Mean	Std.	Mean	Std.		
Experimental	29	18.72	5.80	57.72	15.06	39.00	24.24
Control	29	18.55	6.76	33.48	4.89	14.93	

Table 2: Pretest and Posttest Achievement Mean Scores of Male and Female Junior Secondary Two Students in History in Experimental Group

Gender	N	Pretest		Posttest		Pretest Mean Score Difference	Post-test Mean Score Difference
		Mean	Std.	Mean	Std.		
Female	14	20.14	4.38	55.38	10.36	35.24	-4.25
Male	15	17.40	6.75	59.63	18.13	42.23	

Table 3: Summary of Analysis of Covariance on Pretest and Posttest Achievement Mean Scores of Junior Secondary Two Students in History in the Experimental and Control Groups

Source	Dependent Variable	Type III Sum of Squares	Df	Mean Square	F	p-value	Partial Squared	Eta
Corrected Model	Pretest Achievement	History 337.931 ^a	1	337.931	8.521	.005	.132	
	Post-Test Achievement	History 8376.017 ^b	1	8376.017	66.817	.000	.544	
Intercept	Pretest Achievement	History 25915.103	1	25915.103	653.430	.000	.921	
	Post-Test Achievement	History 121168.983	1	121168.983	966.590	.000	.945	
Groups	Pretest Achievement	History 337.931	1	337.931	8.521	.005	.132	
	Post-Test Achievement	History 8376.017	1	8376.017	66.817	.000	.544	
Error	Pretest Achievement	History 2220.966	56	39.660				
	Post-Test Achievement	History 7020.000	56	125.357				
Total	Pretest Achievement	History 28474.000	58					
	Post-Test Achievement	History 136565.000	58					
Corrected Total	Pretest Achievement	History 2558.897	57					
	Post-Test Achievement	History 15396.017	57					

a. R Squared = .132 (Adjusted R Squared = .117)

b. R Squared = .544 (Adjusted R Squared = .536)

Table 4: Summary of Analysis of Covariance on Achievement Mean Scores of Junior Secondary Two Students in History in the Experimental Group based on Gender

Source	Type III Sum of Squares	Df	Mean Square	F	p-value	Partial Eta Squared
Corrected Model	22237.945 ^a	3	7412.648	56.329	.000	.758
Intercept	83858.454	1	83858.454	637.246	.000	.922
TEST	21624.153	1	21624.153	164.323	.000	.753
GENDER	8.081	1	8.081	.061	.805	.001
TEST * GENDER	175.721	1	175.721	1.335	.253	.024
Error	7106.141	54	131.595			
Total	114087.000	58				
Corrected Total	29344.086	57				

a. R Squared = .758 (Adjusted R Squared = .744)