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

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Abstract

This study investigated effects of collaborative strategy on junior secondary students' interest in History in Bauchi metropolis, Bauchi State, Nigeria. The study adopted a 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 comprised 29 students (15 boys and 14 girls), while the control group comprised 29 students (14 boys and 15 girls) in the private Junior Secondary Schools. History Interest Inventory was used to collect data. The content and construct validity of the History Interest Inventory (HII) was established by four experts. The validity index yielded 0.88, while the Cronbach alpha reliability method was used to estimate the History Interest Inventory (HII) which yielded 0.66. Data were analyzed using mean and standard deviation, while Analysis of Covariance (ANCOVA) was used to test hypotheses formulated. Findings revealed that the intervention had a slight effect on students' interest in History compared to traditional teaching. The researcher concluded that 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 improving students' interest in History in secondary schools.

Keyword: Collaborative Strategy, Interest and History.

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Introduction

The aim of integrating History into Secondary School 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 (Saidu and Alabi 2020). 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, journalism and teaching. This underscores the need to employ effective strategy that will improve student's interest and in History in schools.

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 the teaching of History at the basic level. This is because there is an understanding that the knowledge of History exposed students to know the History of Nigerian unity in diversity and identity. And it helps students ask and answer questions of the present by engaging with the past. In a wider perspective, History is the study of past events, particularly of human affairs. 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.

Interest in academic activity is significant for success in education. It is a powerful motivational process that supports learning which may determine academic success. Zhang (2022) opined that interest in learning is a psychological state of attention and effect toward a particular learning content, topic or subject. Students' interest is when learners develop social, academic and intellectual likeness, positive attitude and build personal interest in a subject or toward teaching and learning activities. Students who have genuine interest in a subject are more likely to actively engage in the learning process, put more effort in their studies, explore the subject matter and acquire a deeper understanding of the concepts (Achuba, 2024). And when a learning content provides students with quality opportunities to explore, engage and participate actively in classroom lessons, students are more likely to show interest in academic exercise. This can be achieved when appropriate strategy in History is adopted.

Similarly, strategy in education is a crucial bridge that transmits knowledge. It is a variety of group and individual activity used to promote teaching and learning. It is a process of sharing systematic skills in ways that keep students engaged in the learning process. It is for transformation through the transfer of vital knowledge at every level of education. The process ensures joint productive activity, language development, contextualization, challenging activities, and instructional conversation that receive successful educational experience that target their educational needs (Abulhul, 2021). Yet, the strategies used for effective transfer of knowledge and skills has constantly remained an issue, that is why it is always evolving from conventional, modern or innovative ways. This is so as to equip students with knowledge, abilities and skills to solve learning problems. The use of ineffective instructional strategies may lead to low interest, deficit in the achievement of learning goals and poor students' achievement while, any strategy used in the process of learning is expected to be effective in order to help students' achievement.

Collaborative strategy is a modern strategy that places students at the centre of teaching and learning activities. It is a situation in which a group of learners work together in a classroom setting to; understand concepts, achieve their learning objectives and solve problems successfully (Kumar, 2017). It is based on the principles that, the more students interact with peers and more knowledgeable adults in classroom experiences, the more they understand concepts and connect them to different experiences. Collaborative learning strategy is a social constructivism approach to learning which has a systematic process of achieving given task with efficiency and ordered steps in the classroom. Lotulung, Ibrahim and Tumurang (2018) opined that, educational experiences that are active, social, contextual, engaging and students focused leads to deeper learning. It can also increase student's interest in the learning process.

The relevance of collaborative strategy is numerous; the strategy has social benefit where students interact in a group with understanding. Psychologically, students may acquire positive attitudes toward learning History. Academically, it promotes students' problem solving skills. For the assessment benefit, teachers can evaluate students' progress and understanding of History curricular content. With teacher's guide, students can develop appropriate skills and competence such as trust, leadership, decision making as well as communication and conflict management skills in learning. It is capable of assisting students to develop critical thinking skills which is key in understanding of learning concepts and perform complex task or solve learning problems in the classroom. It can also assist students to develop interest in learning content and the subject as a whole.

Lack of interest in learning History in secondary schools has for a long period been an issue. It may be associated with the problem of teachers' presentation of facts, otherwise known as teaching in a conventional way. Such strategy involves reading textbooks, while students do the listening and taking notes thereby, denying students critical thinking skills and interpretations of historical facts. This has affected the number of students enrolling for History subject in senior secondary.

Statement of the Problem

The teaching and learning of History in junior secondary schools are faced with several challenges. Apart from inadequate content knowledge, shortage of teacher training and poor implementation of government policy, is the use of ineffective teaching strategies. Now that History is a compulsory subject in the Basic Educational level, the advocates of student centered learning according to Idogho (2016), have challenged many instructional tendencies in schools by making students learning the primary objective, and any strategy that do not improve or facilitate students learning is considered secondary and less important.

In Nigerian educational system, there is an issue of poor implementation of government policies on the 2018 return of History as a school subject after it was banned in 2010 to 2017, this reflects the perception of students and parents about History as an art subject with no career or employment opportunities and future relevance that is affecting parents and students' level of interest in the subject when compared with science subjects. Hence, History teachers are encouraged to apply active strategies that may help students to demonstrate interest, academic proficiency, critical thinking, creative and social skills. Yet, there has been a noticeable trend among junior secondary students showing low interest in History in Bauchi Metropolis. 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. Yet, History teaching and learning in schools are faced with problems of low interest.

Aim and Objectives of the Study

The aim of this study is to investigate the effect of collaborative strategy on Junior Secondary students' interest in History in Bauchi Metropolis, Bauchi State, Nigeria. The specific objective of the study is to determine the effect of collaborative strategy on interest of Junior Secondary Two students.

Research Questions

1. What are the pretest and posttest interest mean scores of Junior Secondary Two students in History in the experimental and control groups?

Hypotheses

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.

Materials and Method

Research Design

The research design for this study is quasi-experimental design specifically the non-equivalent pre-test and 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.

Population and Sample

The population comprised 404 Junior Secondary Two (JS II) students of History from private junior secondary schools that are offering History in Bauchi metropolis. The choice of using the private Junior Secondary Two (JS II) students in the study area is because in those private schools they offer History from JSS 1-3. The sample for the study consisted of 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 were used as experimental and control groups for the study.

Sampling Technique

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

History Interest Inventory was a 20 items questionnaire that was adapted to measure students' level of interest in History. The instrument is divided into 2 sections. Section A is demographic information and section B are items on interest

towards History subject. The instrument was a 4-point rating scale which is to be responded as Strongly agree (SA), Agree (A) Disagree (D) and Strongly Disagree (SD). This was used in pretest and posttest to answer research question. The instrument covered questions that are related to students' interest in History.

Validity and Reliability of Instrument

The content and construct validity of the History Interest Inventory (HII) was established by four experts one expert from History and International Studies Education Unit, Department of Arts Education, one expert in Educational Psychology Unit and one expert in Research Measurement and Evaluation Unit in the Department of Educational Foundations all in the University of Jos. Also, one secondary school History teacher in the school. The experts judged whether the items in the instrument adequately measure the content they are designed to measure. The four experts rate the statements by scoring the instrument using evaluation guide, from a scale of 1 to 4 to judge the appropriateness of the items in the instrument. The observations and corrections made by the experts were used to construct the instruments. The History Interest Inventory validity index yielded 0.88 which makes it valid for the study. For the construct validity, the instrument was subjected to factor analysis where all the 20 items were retained. The Cronbach alpha reliability method was used to estimate the History Interest Inventory (HII) where 0.66 was obtained.

Procedure for Data Collection

The researcher visited the schools for introduction and established rapport with school authority and teachers. Research assistant were History teachers from the two sampled schools were trained by the researcher. They received three days training in the use of designed collaborative strategy lesson plan for the experimental group, as well as the lecture method lesson plan for the control group. In the administration of pre-test, the History Interest Inventory (HII) was administered to students in experimental and control groups. This is to indicate equivalency in the two groups. The researcher and research assistant gave out the test instrument. The test lasted for 1hour 30 minutes. Students filled the HII in 30 minutes. The test instrument was collected and scored by the researcher and research assistant. These results obtained from the pretest were recorded and compared with the posttest scores. The treatment for the experimental group was administered by the researcher and one research assistant. This lasted for six weeks in 40 minutes' lesson in each different day that was delivered twice for four weeks and ones in week five and six that is a total of 10 sessions using the Collaborative Strategy lesson plan. Administration of posttest was after the completion of the last teaching and learning activities. This was carried out in week eight by the researcher and the research assistant. The posttest was for both the experimental and control groups in their respective classes.

Method of Data Analysis

The data collected for this study were analyzed using descriptive and inferential statistics. The descriptive statistics method using means and standard deviation was applied to answer the research question. This is because the mean and standard deviation provide a comprehensive summary of data and allow for comparing different data sets or groups to aid in decision making. To test the hypothesis, inferential statistics was applied to test the hypothesis formulated. The hypothesis was tested at 0.05 Alpha level of significance using Analysis of covariance (ANCOVA). This is because the use of ANCOVA helps to control any existing differences between the groups and eliminate any extraneous variable arising in the cause of the treatment. The analysis was carried out using SPSS 26 version.

Results and Discussion

Research Question One: *What are the pretest and posttest interest mean scores of Junior Secondary two students in History in the experimental and control groups?*

Table 1 shows the extent of pretest and posttest interest mean scores of Junior Secondary Two students in History in experimental and control groups. Students in experimental group had pretest mean score of 65.59, standard deviation 5.93; post-test mean score of 66.83, standard deviation 6.32; with a pretest mean score difference of 1.24. While Students in control group had pretest mean score of 65.59, standard deviation 6.25; post-test mean score of 65.59, standard deviation 6.25; with a pretest mean score difference of 0.00. The results showed that both experimental and control groups had moderate interest levels before the intervention. After the treatment, there was only a slight improvement in the experimental group (mean difference = 1.24) while the control group showed no change (mean difference = 0.00). This indicates that the intervention improved students' interest in History.

Hypothesis One: *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.*

Table 2 shows the Summary of Analysis of Covariance (ANCOVA) on Pretest and Posttest interest mean scores of Junior Secondary Two students in History in the experimental and control groups. The students in experimental group had a posttest a F-value of .660 and p-value of 0.420. Since the p-value is greater than the prior value of 0.05, therefore, there is no statistically significant difference between the experimental and control groups in students' interest in History after the treatment. In addition, $p \geq 0.05$, partial $\eta 2 = .012$, since the p- value of 0.420 is greater than 0.05 level of significance with an effect size of 1.8%, the null hypothesis was accepted, indicating that history interest mean scores for

junior secondary two students in the experimental and control groups do not differs significantly. The result further reveals an adjusted R squared value of 0.018, which means that 1.8 percent of the variation in the dependent variable which is interest explained by variation in the treatment, while the remaining 98.2% is due to other factors not included in this study. It implies that the researcher accepts the null hypothesis and reject the alternative hypothesis.

The primary reason for conducting this study was to investigate the effect of collaborative strategy on Junior Secondary students' interest in History in Bauchi Metropolis, Bauchi State, Nigeria. Another researcher's reason was to determine whether a difference exists in the pretest and posttest interest mean scores of Junior Secondary Two students in History in the experimental and control groups. The researchers compared the pretest mean scores of the experimental and control groups which revealed that both groups had similar scores. The posttest mean scores of the experimental and control groups showed slight improvement in favour of the experimental group. This indicates that collaborative strategy produced slight increase in students' interest in History; however, the increase was not statistically significant.

Conclusion and Recommendation

The study examined the effect of collaborative strategy on junior secondary students' interest in History in Bauchi Metropolis. Finding revealed a slight increase in students' interest in the experimental group; however, the difference were not statistically significant. The study therefore concludes that collaborative strategy may enhanced students' interest in History, although further studies involving larger samples and longer treatment period are required.

This study recommends that collaborative strategy should be employed as a classroom instructional strategy to enhance students' interest in History. As the strategy may improve students' interest when further studies are carried out involving a larger samples and longer intervention period on students.

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Tables

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

Groups	N	Pretest		Post-test		Pretest Mean Score Difference	Post-test Mean Score
		Mean	Std.	Mean	Std.		
Experimental	29	65.59	5.93	66.83	6.32	1.24	1.24
Control	29	65.59	6.25	65.59	6.25	0.00	

Table 2: Summary of Analysis of Covariance on Pretest and Posttest Interest 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 Eta Squared
Corrected Model	Pretest History Interest	3.183e-12[a]	1	3.183e-12	.000	1.000	.000
	Post-Test History Interest	86.914[b]	1	86.914	.660	.420	.012
Intercept	Pretest History Interest	249489.931	1	249489.931	6716.814	.000	.992
	Post-Test History Interest	249621.121	1	249621.121	1894.923	.000	.971
Groups	Pretest History Interest	.000	1	.000	.000	1.000	.000
	Post-Test History Interest	86.914	1	86.914	.660	.420	.012
Error	Pretest History Interest	2080.069	56	37.144			
	Post-Test History Interest	7376.966	56	131.732			
Total	Pretest History Interest	251570.000	58				
	Post-Test History Interest	257085.000	58				
Corrected Total	Pretest History Interest	2080.069	57				
	Post-Test History Interest	7463.879	57				

a. R Squared = .000 (Adjusted R Squared = -.018)

b. R Squared = .012 (Adjusted R Squared = -.006)