

# EFFECT OF COLLABORATIVE STRATEGY ON THE DEVELOPMENT OF SELF-CONCEPT OF STUDENTS IN SOCIAL STUDIES EDUCATION

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## **Abstract**

*This study investigated the effect of collaborative strategy on the development of self-concept of students in Social Studies in Gombe State, Nigeria. The study was guided by three research questions while three hypotheses were formulated and tested. A quasi-experimental research design specifically, non-randomized control group was adopted. The population of the study was 10,306 Upper Basic II students in Gombe South Education Zone. The sample consisted of 310 students from six government schools in the study area. Data were generated using adopted Academic Self-Concept Scale (ASCS). The ASCS was validated and subjected to reliability analysis using Cronbach Alpha ( $\alpha$ ) formula which yielded a coefficient of 0.87. Data collected for the study were analysed using mean and standard deviation to answer the research questions while Analysis of Covariance (ANCOVA) was used to test hypotheses at 0.05 level of significance. The study revealed that there was no significant difference in the mean self-concept ratings of students taught Social Studies using Collaborative Instructional Strategy and those taught using Conventional Method ( $p = 0.834 > 0.05$ ); there was no significant difference in the mean self-concept ratings between male and female students taught Social Studies using collaborative instructional strategy ( $p = 0.490 > 0.05$ ). Based on the findings, the study concluded that Collaborative strategy enhance self-concept ratings of Social Studies students in similar manner as conventional method. The study also concluded that collaborative instructional strategy and conventional method are gender friendly and sensitive in the development of self-concept of Social Studies students. It was therefore recommended among others that teachers of Social Studies should use collaborative strategy in teaching to improve the self-concept of students since the strategy had proved effective in enhancing students' self-concept in the subject.*

**Keywords:** Effects, Collaborative Strategy, Self-concept, Social Studies, Development

## **Introduction**

Social Studies is a core subject that is taught at the Basic Education levels in the Nigerian school system. It is believed that the subject has essentials in laying a solid foundation for the learning of subjects like Economics, Geography, Government, History and Commerce at the senior secondary school level and courses such as anthropology, philosophy, political science, psychology and sociology at the higher institutions. This signifies that the academic performance of students and development of self-concept in Social Studies at the upper basic school level could influence their academic endeavour. The emergence of Social Studies education in the Nigerian school curriculum was part of a general culture and value response to the problems of neglect of societal culture and values (Meziobi, 2014). One of the general objectives of teaching Social Studies in Nigeria is to develop in the learners, positive attitudes of togetherness, comradeship and cooperation towards a healthy nation. Social Studies also helps to inculcate appropriate values, such as, honesty, integrity, hard work, fairness and justice. Others are dedication, loyalty, humility, obedience, respect for elders and dignity (Adeyemi, 2011).

Even though Social Studies has these laudable potentials of man's activities that are of great values to the society such as the relationships among people, between people and institutions, between people and the environment, and between people and values of the society as well as all the consequences, issues and interminable problems arising from these inter-relationships to enhance Nigerian citizenry. It is a thing of concern that most Social Studies teachers continuously rely on conventional strategies such as lecture method that does not inspire learners (Adeyemi & Ajibade, 2011; Abdu-Raheem, 2012). Such teaching strategies according to Adeyemi and Ajibade make learners to become listeners and store houses of facts that can only be retrieved during examination with teachers acting as disseminators of information. Curtis and Shaver (2015) observes that in spite of the important place of Social Studies in our education system, students' self-concept in the subject still declines.

Self-concept is the notion an individual has of himself or herself based on experiences with others and on how they evaluate their own behaviour which encompasses emotional, social, physical, family and academic aspects (Davis-Kean, Susperregny, & Chen, 2017). The emotional aspect has to do with the awareness of someone's affectionate or emotional state while social aspect is the ability to interact with others. Physical aspect is the feelings about looks, health, physical condition, and overall natural appearance. Family aspect concerns with how well one function within the family while academic aspect has to do with the success or failure in school. All these aspects according to Essien, Enu and Gimba (2017) have been useful in fostering academic performance.

At the Upper Basic school level, learners are expected to have developed self-concept, given that this is the time most children must have become aware of their academic performance, their popularity among peers and how the teachers react to their gestures, attitudes, successes and failures. Shamija (2015) however stated that, until Social Studies teachers find child centred approaches to teaching just like in pure sciences where learning by doing is emphasized, the teaching/learning of the subject will remain dull and students will keep losing self-concept in the subject. This is evident in the students' Basic Education Certificate Examination (BECE) results as documented by Gombe State Ministry of Education

over the period of five years (2015-2019). The BECE results as documented by the Gombe State Ministry of Education (2021) for instance showed that in Balanga Local Government Area, Students who passed Social studies with A grade were 19.7% for 2015/2016, 26.4% for 2016/2017, 22.1% for 2017/2018 and 27.4% for 2018/2019 academic sessions. The percentage of students who passed with B grade were 32.2%, 39.2%, 35.4% and 38.2% respectively while the percentage for students who obtained C grade showed 45.7% in 2015/2016, 31.1% in 2016/2017, 37.3% in 2017/2018 and 32.3% in 2018/2019 academic sessions. This trend of performance cut across Billiri, Kaltungo, and Shongom Local Government Areas that comprise Gombe South Education zone.

Several studies have pointed out that innovative strategies are instrumental in reducing the decline in students' self-concept (Marshall, Smart & Alston, 2016; Aubrey & Christo, 2017). However, innovative strategies appear to be alien to both teachers and students (Okeke & Ordu, 2018). Hence, the introduction of instructional strategies like collaboration needs to be investigated.

Collaborative strategy (CS) is another important technique in Social Studies that is capable of helping students in the development of self-concept. According to Srinivas (2018), it is a relationship among learners that require positive interdependence, individual accountability, interpersonal skills, face-to-face promotive interaction and processing under the guidance of the teacher that is capable of helping students to actualize their future dreams. There are four types of collaborative instructional strategy which include; think-pair-share, three-step interview also known as a team-building exercise, simple jigsaw and number heads together. In this study, the number heads together was considered giving that students benefit from the verbalization, and the peer coaching which may help in developing self-concept. This level is also considered because class time is usually better spent for less time is wasted on inappropriate responses and all students are actively involved with the material.

The use of learner-centred strategies (collaborative strategy inclusive) to the teaching and learning is also confronted by its inability to have the same effects on both male and female students (Neboh, 2011). This raises the issue of gender in relation to self-concept. Gender according to Neboh is a socio-cultural construct that assigns roles, attitudes and values considered appropriate for each sex. The effect of gender on students' self-concept has over the years attracted the attention of scholars. However, it is worth noting that opinions and findings on the issue have been diverse. While some scholars such as Trumper (2012) and Sunny (2015) found out that males tend to be more independent than females, others such as Ertl, Luttenberger and Paechter (2015) found that females tend to be more independent than males. The problem, according to Danjuma (2015) might be linked to the type of learning strategy where some activities are preferred for males or females. This therefore makes it pertinent for teachers to be sure of how instructional strategies affect students' self-concept in Social Studies before using such strategies on the students. The study like this could enable the researcher to determine the role of gender in teaching students' Social Studies at the basic school using collaborative strategy.

In spite of the immense benefits to be derived from the introduction of social studies in the Nigeria's school curriculum, there seems to be low self-concept in the subject at the upper basic education level. One of the great concerns is that most Social Studies teachers still rely mostly on the conventional methods of imparting knowledge. Consequently, the low self-concept of students in Social Studies has been on the increase. This has led to the failure

The purpose of this study is to determine the effect of collaborative strategy on the development of self-concept of students in Social Studies in Gombe South Education Zone. Specifically, the study sought to:

1. Find out the difference in the mean self-concept ratings of students taught Social Studies using Collaborative Instructional Strategy (CIS) and those taught using Conventional Method (CM).
2. Ascertain the difference in the mean self-concept ratings between male and female students taught Social Studies using Collaborative Instructional Strategy (CIS).
3. Ascertain the interactive effect of instructional strategies and gender on students' mean self-concept ratings

### Research Questions

The following research questions guided the study;

1. What is the difference in the mean self-concept ratings of students taught Social Studies using Collaborative Instructional Strategy (CIS) and those taught using Conventional Method (CM)?
2. What is the difference in the mean self-concept ratings between male and female students taught Social Studies using Collaborative Instructional Strategy (CIS)?
3. What is the interactive effect of instructional strategies and gender on students' mean self-concept ratings?

### Hypotheses

The following null hypotheses were tested at 0.05 level of significance;

- Ho1:** There is no significant difference in the mean self-concept ratings of students taught Social Studies using Collaborative Instructional Strategy (CIS) and those taught using Conventional Method (CM).
- Ho1:** There is no significant difference in the mean self-concept ratings between male and female students taught Social Studies using Collaborative Instructional Strategy (CIS).
- Ho1:** There is no significant interactive effect of instructional strategies and gender on students mean self-concept ratings.

### Research Method

The study adopted the quasi-experimental design of pre-test, post-test non-equivalent group design. Reason for the adoption of the design was hinged on the fact that, it was not possible to have a complete randomization of the subjects as this would have disrupted the normal classroom organization of the school hence intact classes were randomly assigned to experimental and control groups.

The population for this study consisted of 10,306 students from 134 public Upper Basic schools in Gombe South Education Zone for 2019/2020 academic session (The inspectorate division, Gombe State Teaching Service Board, Gombe, Gombe State, 2021). This population according to the inspectorate division is made up of 5532 males and 4774 females. The sample used for this was 310 Upper Basic II students drawn from 6 intact

classes in six co-educational schools selected from the area of study through a multi-stage sample technique. A multistage sampling technique was used because at different stages, different sampling techniques were employed. In the first stage, three Local Government Areas were selected through a simple random sampling technique of balloting without replacement from the available 4 Local Government Areas in Gombe South. In stage two, purposive sampling technique was used to select all the co-education basic education schools in the selected three Local Government Areas. This enabled the researchers to avoid selecting more of a particular gender from single sex schools. In stage three, two schools were selected from each of the three Local Government Areas through a simple random sampling technique of balloting without replacement. In stage four, one intact Upper Basic II class was selected from each school sampled in stage three using a simple random sampling technique while the selected classes were paired using a simple random sampling technique in stage five. In stage six, each of the paired classes were assigned to the experimental group and control group.

The study adapted Academic Self-Concept Scale (ASCS) of 30 questionnaire items from Flower, Raynor and White (2013) that interceded to help students to express their self-concept in social studies. The ASCS consisted of two sections. Section A sought information about respondents' sex while section B bordered on self-concept in social studies. The instrument was adapted based on the following topics: Marriage, Communication, Religion, Technology and Educational institutions which were drawn from Upper Basic II social studies curriculum. Each of the items was a 4-point Likert rating scale. The options were Strongly Agree (SA), Agree (A), Disagree (D) and Strongly Disagree (SD).

Cronbach Alpha ( $\alpha$ ) was used to ascertain the reliability index of ASCS. This gave  $r$  value of 0.87. According to Emaikwu (2011), the coefficient of 0.87 indicate that the instrument is reliable. The decision to use Cronbach Alpha for ASCS was that the items were not dichotomously scores. The ASCS was administered twice as pre-test and post-test. The reason for pre ASCS and post ASCS was to ascertain students' self-concept before and after treatment. Two sets of lesson plans were developed by the researchers and used in teaching both the experimental and the control group before treatment.

## Results

**Research Question I:** What is the difference in the mean self-concept ratings of students taught Social Studies using Collaborative Instructional Strategy (CIS) and those taught using Conventional Method (CM)?

**Table 1:** Mean Self-Concept Ratings of Students Taught Social Studies Using Collaborative Instructional Strategy and those Taught Using Conventional Method

Strategies		PreASCS	PostASCS	Mean gain
Collaborative Instructional Strategy	Mean	2.7270	3.1459	0.42
	N	100	100	
	Std. Deviation	.44737	.46857	
Conventional Method	Mean	2.6724	3.0989	0.43
	N	108	108	

Std. Deviation                    .41835                    .38111

Table 1 shows the mean self-concept rating scores of students taught Social Studies using collaborative instructional strategy (CIS) and those taught using conventional method. The table shows that 100 students were taught Social Studies using collaborative instructional strategy (CIS) and 108 students were taught using conventional method. The table reveals that the mean scores of students taught Social Studies using collaborative instructional strategy (CIS) is 2.73 with a standard deviation of 0.45 during pre-test and 3.15 with a standard deviation of 0.47 in post-test. The mean scores of students taught using conventional method is 2.67 with a standard deviation of 0.42 during pre-test and 3.10 with a standard deviation of 0.38 in post-test, Table 1 further shows that the mean gain of students exposed to collaborative instructional strategy (IIS) is 0.42 and that of students exposed to conventional method is 0.43. The difference in the mean self-concept ratings of students taught social studies using collaborative instructional strategy (CIS) and those taught using conventional method (CM) is 0.01 in favour of students taught Social Studies using conventional method.

**Research Question 2:** What is the difference in the mean self-concept ratings between male and female students taught Social Studies using Collaborative Instructional Strategy (CIS)?

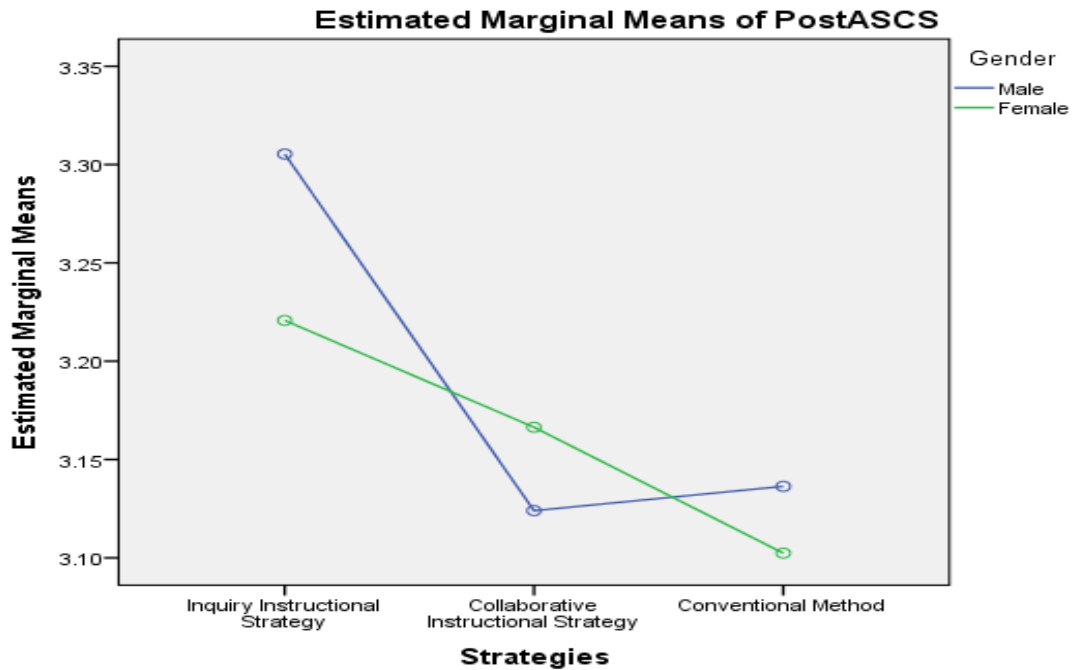
**Table 2:** Mean Self-Concept Ratings between Male and Female Students Taught Social Studies Using Collaborative Instructional Strategy

Gender		PreASCS	PostASCS	Mean gain
Male	Mean	2.7368	3.1371	0.40
	N	65	65	
	Std. Deviation	.46832	.48717	
Female	Mean	2.7087	3.1623	0.45
	N	35	35	
	Std. Deviation	.41157	.43832	
Mean difference				0.05

Table 2 shows the mean self-concept ratings between male and female students taught Social Studies using collaborative instructional strategy (CIS). The table shows that 65 male students and 35 female students were exposed to collaborative instructional strategy (CIS). The table reveals that the mean self-concept ratings of male students exposed to collaborative instructional strategy (CIS) is 2.74 with a standard deviation of 0.47 during pre-test and 3.14 with a standard deviation of 0.49 in post-test. While the mean self-concept ratings of female students when exposed to collaborative instructional strategy (CIS) is 2.71 with a standard deviation of 0.41 during pre-test and 3.16 with a standard deviation of 0.44 in post-test, Table 2 further shows that the mean gain of male students exposed to collaborative instructional strategy (CIS) is 0.40 and that of female students when exposed to collaborative instructional strategy (CIS) is 0.45. The difference in the mean self-concept

ratings between male and female students taught Social Studies using collaborative instructional strategy (CIS) is 0.05 in favour of female students.

**Research Question 3:** What is the interaction effect of instructional strategies and gender on students' mean self-concept ratings?



Covariates appearing in the model are evaluated at the following values: PreASCS = 2.7155

In Figure 1, the profile plot/graph shows the interaction effect of strategies and gender on students' mean self-concept. The interaction pattern shows that the plots for males and females intersect between collaborative instructional strategy and conventional method. This indicates that there is interaction effect between strategies and gender. The interaction is tenable in this case when collaborative instructional strategy is used with conventional method in Social Studies class.

**Hypothesis 1**

There is no significant difference in the mean self-concept ratings of students taught Social Studies using Collaborative Instructional Strategy (CIS) and those taught using Conventional Method (CM).

**Table 3:** ANCOVA of Mean Self-Concept Ratings of Students Taught Social Studies Using Collaborative Instructional Strategy and those Taught Using Conventional Method

Dependent Variable: PostASCS

Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	19.109 <sup>a</sup>	2	9.554	107.127	.000
Intercept	7.766	1	7.766	87.076	.000
PreASCS	18.994	1	18.994	212.966	.000
Strategies	.004	1	.004	.044	.834
Error	18.283	205	.089		
Total	2064.082	208			

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Table 3 reveals that  $F(1, 207) = 0.044$ ;  $p = 0.834 > 0.05$ . Since  $p$  is greater than 0.05, the null hypothesis is not rejected. This implies that there is no significant difference in the mean self-concept ratings of students taught Social Studies using Collaborative Instructional Strategy (CIS) and those taught using Conventional Method (CM). Thus, it can be concluded that based on evidence from data analysis, no significant difference exists in the mean self-concept ratings of students taught Social Studies using Collaborative Instructional Strategy (CIS) and those taught using Conventional Method (CM).

### Hypothesis 2

There is no significant difference in the mean self-concept ratings between male and female students taught Social Studies using Collaborative Instructional Strategy (CIS).

**Table 4:** ANCOVA of Mean Self-Concept Ratings between Male and Female Students Taught Social Studies Using Collaborative Instructional Strategy

Dependent Variable: PostASCS

Source	Type III Sum of Squares	Df	Mean Square	F	Sig.
Corrected Model	11.702 <sup>a</sup>	2	5.851	56.560	.000
Intercept	2.902	1	2.902	28.050	.000
PreASCS	11.687	1	11.687	112.980	.000
Gender	.050	1	.050	.480	.490
Error	10.034	97	.103		
Total	1011.405	100			
Corrected Total	21.736	99			

a. R Squared = .538 (Adjusted R Squared = .529)

Table 4 reveals that  $F(1, 99) = 0.480$ ;  $p = 0.490 > 0.05$ . Since  $p$  is greater than 0.05, the null hypothesis is not rejected. This implies that there is no significant difference in the mean self-concept ratings between male and female students taught Social Studies using collaborative instructional strategy (CIS). Thus, it can be concluded that based on evidence from data analysis, no significant difference exists in the mean self-concept ratings between male and female students taught Social Studies using collaborative instructional strategy (CIS).



### Hypothesis 3

There is no significant interactive effect of instructional strategies and gender on students mean self-concept ratings.

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**Table 5:** ANCOVA of Interaction Effect of Instructional Strategies and Gender on Students Mean Self-Concept Ratings

Dependent Variable: PostASCS

Source	Type III Sum of Squares	Df	Mean Square	F	Sig.
Corrected Model	25.535 <sup>a</sup>	6	4.256	28.729	.000
Intercept	17.930	1	17.930	121.033	.000
PreASCS	22.620	1	22.620	152.697	.000
Strategies	1.131	2	.566	3.819	.023
Gender	.046	1	.046	.308	.579
Strategies * Gender	.192	2	.096	.648	.524
Error	44.886	303	.148		
Total	3200.815	310			
Corrected Total	70.421	309			

a. R Squared = .363 (Adjusted R Squared = .350)

Table 5 reveals that  $F(1, 309) = 0.648$ ;  $p = 0.524 > 0.05$ . Since  $p$  is greater than 0.05, the null hypothesis is not rejected. This implies that there is no significant interaction effect of instructional strategies and gender on students mean self-concept ratings. Thus, it can be concluded that based on evidence from data analysis, there is no significant interaction effect of instructional strategies and gender on students mean self-concept ratings.

### Discussion

The study determined the effect of collaborative instructional strategy on the development of self-concept of students in Social Studies in Gombe South Education Zone. Since the population for the study consists of both male and female students, gender was incorporated as a moderating variable for comparison. A discussion of findings is tailored along the variables in the study as guided by the answers to the research questions and test of hypotheses.

Finding reveals that there is no significant difference in the mean self-concept ratings of students taught Social Studies using Collaborative Instructional Strategy (CIS) and those

taught Social Studies using Conventional Method (CM). This means that Conventional method (CM) enhances students' mean self-concept ratings in similar manner as Collaborative Instructional Strategy (CIS). The finding agrees with that of Danjuma (2015) that there was no significant difference in the performance of students taught with conventional method and that of the experimental group. There is need to build a design that ensures each student is conscious of the fact that, even though the team is working towards a common goal, the individual effort in the team is observed and evaluated. This design of the activity was strictly adhered to, which made the difference in the mean self-concept

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Another finding is that there is no significant difference in the mean self-concept ratings between male and female students taught Social Studies using collaborative instructional strategy (CIS). This implies that the use of collaborative instructional strategy (CIS) is gender friendly in enhancing students' mean self-concept ratings in Social Studies. The finding disagrees with that of Neboh, (2011) that the experimental group's perception of motivation in classroom learning environment during the treatment was higher than that of the control group. The fact that there was no significant difference in the mean self-concept ratings was because all the students of the collaborative team were conscious of the fact that they share the same goals, that their individual learning depends on the help from other members, that working together is both individually and collaboratively beneficial and that both individual and collective success depends on the participation of all members of the team irrespective of their gender.

Finding also reveals that there is no significant interactive effect of instructional strategies and gender on students mean self-concept ratings. This implies that the combination of collaborative instructional strategy (CIS), and conventional method in enhancing students' mean self-concept ratings in Social Studies is gender friendly.

### **Conclusion and Recommendations**

Based on the results obtained in this study, it was concluded that collaborative instructional strategy enhanced students' self-concept in Social Studies in similar manner as conventional method. The study also concluded that the collaborative instructional strategy and conventional method are gender friendly and sensitive in enhancing students' self-concept in Social Studies.

Based on the findings of the study, it was recommended that:

1. Teachers of Social Studies should use collaborative strategy in teaching to improve the self-concept of students since the strategy had proved effective in enhancing students' self-concept in the subject.
2. Teachers of Social Studies should actively involve male and female students in learning activities while using collaborative strategy since the strategy had proved gender friendly and sensitive in enhancing students' self-concept.

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