

Effects of Collaborative Learning Strategy on Social Studies Teaching Of Citizenship Components on Upper Basic Students' Attitude and Achievement in Akwanga, Nassarawa State, Nigeria

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Abstract

This study investigated the effects of collaborative learning strategy on upper basic students' attitude and achievement in the citizenship components of Social Studies in Akwanga Local Government Area, Nassarawa State, Nigeria. Answering three research questions and testing two hypotheses. The study employed a quasi-experimental design, 55 Upper Basic Two students from two public schools were sampled, with one group exposed to collaborative learning and the other to conventional lecture methods. The Social Studies Achievement Test (SSAT) and Social Studies Attitude Questionnaire (SSAQ) were used for data collection after validation and reliability testing. Descriptive and inferential statistics were used in analysis of the data. Results revealed that students taught through collaborative learning demonstrated significantly higher improvements in both attitude and achievement compared to those taught by traditional methods. Additionally, no significant difference in achievement was found between male and female students in the collaborative learning group, indicating the strategy's inclusiveness. The findings align with literature emphasizing the benefits of interactive, student-centered teaching approaches for fostering civic knowledge, skills, and positive dispositions essential for democratic citizenship. The study highlights social learning theory as a theoretical foundation, underscoring the importance of peer interaction and observation in shaping learning outcomes. Given the observed variability and concerns over students' civic attitudes and academic performance, the study advocates the integration of collaborative learning strategies into Social Studies instruction to enhance engagement and learning effectiveness. This approach promises to produce more responsible, informed citizens equipped to contribute meaningfully to national development. The study recommends that educators and policymakers prioritize collaborative learning methods, develop inclusive environments supporting all learners, and provide professional development aligning pedagogy with evolving educational goals in citizenship education.

Keywords

Collaborative learning strategy, social studies, citizenship components, attitude and achievement



I. Introduction

Education is a vital instrument for sustainable national development, recognized as the most valuable investment a country can make to empower its citizens with essential knowledge, skills, values, and attitudes. Quality education not only enlightens and informs

the populace but also fosters informed and decisive citizenry critical for economic growth, social cohesion, and democratic governance (Esomonu & Eleje, 2020; Ogbonnaya, 2023). In Nigeria, despite challenges such as resource constraints and rapid population growth, education remains central to national development policies and ambitions. Social Studies, in particular, plays a fundamental role by integrating multidisciplinary content that promotes citizenship education, moral responsibility, and nation-building, thereby supporting the country's goal to cultivate effective and functional citizens who contribute meaningfully to sustainable development (Eya & Okoro, 2022; Ajibola & Odumuyiwa, 2023).

Social Studies is widely recognized as a vital discipline aimed at inculcating in learners the essential values, attitudes, skills, and knowledge for effective civic living and nation-building. It encompasses various components such as citizenship, peace, conflict resolution, and nationalism, with citizenship education focusing specifically on civic responsibilities, rights, government functions, democratic principles, and social justice (Mustapha et al., 2022). The citizenship content develops learners' civic knowledge understanding how governments operate, democratic theories, and the role of citizens and civic skills, which include intellectual and participatory abilities needed to engage in societal processes meaningfully (Gbadamosi, 2019). Proper exposure to these components fosters democratically informed, rational citizens capable of contributing positively to national and global development, underscoring Social Studies as an invaluable vehicle for cultivating active, informed citizenship.

Teaching citizenship components in Social Studies is crucial for developing essential civic skills alongside content knowledge, as these skills enable individuals to critically understand, evaluate, and participate in democratic processes (Khoerudin, Sapriya, & Sjamsulbachri, 2020). These skills, including critical thinking and participatory abilities, are necessary for monitoring public policies and resolving societal issues, fostering responsible and effective citizenship. In Nigeria, Social Studies education emphasizes not only cognitive knowledge but also the affective domain, aiming to shape students' attitudes beliefs, feelings, and perceptions—towards citizenship (Ibrahim, 2018). Attitude development is fundamental, encouraging positive orientations and responses through active learning methods such as presentations and drama, aligning with national objectives to nurture functional, engaged citizens who contribute meaningfully to national development.

Despite the commendable role of Social Studies in fostering citizenship education aimed at nurturing responsible and participatory citizens, a critical gap remains in the actual attitudes and behaviors demonstrated by upper basic students. Evidence of this disconnect is apparent in the rising incidents of anti-social behaviour, disregard for civic duties, and low levels of patriotism among students. These trends raise concern over the effectiveness of citizenship instruction at this level, suggesting that while Social Studies curricula emphasize civic values, many students fail to internalize or exhibit them in practice. Recent studies have reported that Nigerian students at the upper basic level often display poor civic engagement and limited understanding of democratic principles, reflecting broader issues in the implementation and reception of civic education (Adekeye, 2021). This is a thing a concern that requires investigation to be able to unravel the challenges therein.

A closer observation and look into the attitude of upper basic students in Akwanga revealed that, upper basic students exhibit deviant attitude which negate the teaching of citizenship components taught in Social Studies. This is an indication that the citizenship components might not be properly taught or students perhaps have negative attitude

towards the learning of these content. Some attitude of concern prevalent amongst upper basic students includes indiscipline, drug abuse, prostitution, antis-social behaviour, cultism, social ills, stealing, vandalism and lukewarm attitude to political activities in Akwanga suggest that, the citizenship components of Social Studies is not being either properly instil in the learners or the strategy used in teaching is faulty. Over the years, the achievement of upper basic students in Social Studies has displayed a disconcerting trend, as evidenced by the researcher's experiences in both teaching and examination. Achievement refers to the degree of proficiency or deficiency exhibited by students in their academic tasks. It is imperative to address this discrepancy in order to optimize the potential impact of Social Studies in shaping responsible and capable citizens for national progress.

The statistics of students achievement depicts fluctuating record in Social Studies where in 2019, 57% had C and above, in 2020 54% had credit and pass, in 2021 51% had credit, in 2022 53% had credit and 54% had credit in 2023 (Chief Examiners Report, 2023). This is e. This indicates an ongoing variability in students' achievement in Social Studies in Akwanga Local Government Area of Nassarwa State. This is an issue of great concern to stakeholders in the state and country at large. Producing effective citizens requires proper and effective teaching of the citizenship components through Social Studies. Negative attitudes and staggering achievement are indications and signal that the student is not internalizing the content properly or teachers are not teaching properly among other possible causes. Some of the reasons for low achievement of students in upper basic Social Studies include: teachers' teaching styles (Nwakile, 2023) inappropriate method adopted in teaching, attitude of students and teachers towards the subject, teachers' motivation and welfare as well as inappropriate teaching strategies among others. In addition to the reasons reported as responsible for poor achievement of students, there is the possibility of the teacher factor in relation to method of teaching and the strategy employed which can is likely to affect students' achievement favourably or adversely. This is because the strategy of teaching employed by the teacher can influence what the learners learn as well as the learners' achievement in the subject.

A strategy of teaching is the approach employed by a teacher to achieve their lesson objectives. Han, (2021) posits that, some teachers are still using the conventional teaching strategies which does not engage the students actively in the learning process. This among other factors may be responsible for poor achievement of students in citizenship components of Social Studies and poor attitude as well. Employing teaching approaches that engage learners and ensure active participation of the learners makes leaning more meaningful, interesting and improves overall achievement (Shittu, Jacob & Ariya, 2025). Hence, the need to look out for teaching strategy that will allow learners participate and learn better in Social Studies. Such teaching strategy that is learner centred and will also take into cognizance learners' interest, needs and aspiration.

A teaching strategy refers to the approach adopted by an educator to facilitate learning and achieve specific educational goals. It aims to engage students, promote understanding, and enhance the learning experience. Various strategies are available, with the choice often depending on the subject matter, learning objectives, and students' needs. These include problem-based learning, active learning, flipped classrooms, and collaborative learning, among others. Collaborative learning, in particular, emphasises student interaction and mutual learning. Yaki and Idris (2016) describe it as a strategy that fosters maximum interaction among students, encouraging active participation in the learning process to achieve meaningful outcomes.

This collaborative strategy focuses on principles and tactics to enhance learner-to-learner communication for a shared educational goal. In collaborative learning, students form cohesive groups, leveraging one another's expertise to achieve a collective objective, fostering learner-centred education. George highlights five principles essential to this approach: interdependency, where students work together toward a common goal; individual accountability, requiring each member to contribute knowledge; the use of collaborative skills for mutual learning support; equal participation to ensure collective success; and cooperative learning, where knowledge is collectively transferred and applied. Although there are numerous studies on the effect of this strategy on students' attitudes and achievements across various fields, further exploration remains valuable.

Another factor that can influence students' achievement is the issue of gender. The influence of gender on students' academic achievement remains a complex and debated topic. Some studies indicate that females generally outperform males in verbal abilities and maintain higher grade point averages (Frontiers in Psychology, 2022). Conversely, other research suggests that while males may have higher university entrance scores, females tend to achieve higher GPAs during their studies (Wiley, 2023). These differences may be attributed to varying social expectations, classroom interactions, and teaching styles that favour one gender over the other. Furthermore, cultural and socio-economic factors often influence access to educational resources, which can impact performance across genders. These mixed findings highlight the need for further research to understand the nuanced role gender plays in educational outcomes.

From research findings as well, collaborative learning strategy has affected students' achievement across different subject areas positively (Esomonu & Eleje, 2020). To the best of the researchers' knowledge little or nothing has been done on collaborative learning strategy in Social Studies in Akwanga Local Government Area on upper basic students' attitude and achievement in citizenship components of Social Studies. Hence this study intends to investigate the effects of collaborative learning strategy on Social Studies teaching of citizenship components on upper basic students' attitude and achievement in Akwanga, Nigeria.

1.1 Statement of the Problem

The Basic Education Certificate Examination results for Junior Secondary School Social Studies in Akwanga Local Government Area, Nassarawa State, reveal a fluctuating and declining pattern in student achievement over the past five years, with credit and pass rates ranging from 57% in 2019 to 51% in 2021 and modest recovery thereafter (Chief Examiners Report, 2023). This inconsistent performance threatens students' academic progression and may result in increased dropout rates and limited access to further education in social sciences. Factors contributing to this trend include students' attitudes, home environment, socio-economic status, teaching strategies, teacher qualifications, and commitment, which have not been adequately addressed despite government interventions such as extra lessons and teacher training (Sunday & Adeyemi, 2020). The persistence of these issues underscores the urgent need to explore alternative instructional approaches, with this study focusing on the potential impact of collaborative learning strategies to improve student attitudes and achievement in the citizenship components of Social Studies. Given the absence of current research on this strategy within the Nigerian context, this study aims to fill that gap and contribute to enhancing educational outcomes and civic engagement among students.

1.2 Research Questions

The following research questions were answered in the study

1. What is the pretest and posttest attitude mean scores of students towards civic skills of
2. towards civic knowledge of Social Studies in the experimental group?
3. What is the pre-test and post-test achievement mean scores of students in the experimental and control group?
4. What is the difference in achievement mean scores of male and female students in the experimental group?

1.3 Hypotheses

The below hypotheses were tested at 0.05 level of significance

1. There is no significant difference in the post-test achievement scores of male and female students in civic skill of Social Studies in the experimental group
2. There is no significant difference in the pretest and posttest attitude mean scores of students in the experimental and control group

1.4 Theoretical/Conceptual Framework

The theoretical basis of this study is anchored on the social learning theory of Albert Bandura (1963). Bandura conducted a series of experiments to determine whether social behaviours (aggression) could be accrued by observation and imitation. The research involves or entailed that, children observing a model punch an inflatable doll looked to support the idea that children emulate their behaviour by watching others. These experiments were collectively known as the Bobo doll experiments. Supported by his findings in the Bobo doll experiments which detailed comprehensively how children imitated aggression by imitating adult behaviour which was observed, thus, when the doll is punched or manipulated the baby or infant imitate the same behaviour or process.

The relationship of this theory to the present study is that, the theory depicts the fact that learning takes place via interaction between two or more persons and students learn from peers as well. The study is also concerned with collaborative learning strategy which is how students learn in cooperative manner and learn from each other by observation and imitation. Consequently, upper basic students taught citizenship components in Social Studies are taught by teachers and the students learn through observation and motivation which enable the students form better attitude and achievement. The choice of social learning theory for the research topic is justified due to its theoretical framework, which emphasizes the importance of social interactions and observational learning in the acquisition of knowledge and behaviour, as well as its applicability to the context of citizenship components and collaborative learning strategies. Therefore, social learning theory becomes handy and relevant to the present study which makes and justifies the choice of this theory for the present study.

II. Review of Literatures

2.1 Citizenship Education in Social Studies

Citizenship education within Social Studies aims to prepare students for active and responsible participation in democratic societies by integrating diverse topics such as history, geography, political science, human rights, diversity, sustainability, and global issues (Yusuf, Ogbonna, Jekayinfa, & Saliu, 2015). This multidisciplinary approach ensures that learners gain a comprehensive understanding of civic life, enabling them to

critically engage with and contribute meaningfully to their communities. Key to citizenship education in Social Studies are three interrelated components: knowledge, skills, and values. Knowledge includes understanding political processes, government functions, and global interdependence; skills focus on communication, collaboration, democratic participation, and ethical problem-solving; and values promote respect for human dignity, cultural diversity, peace, and environmental stewardship (Pangalila & Winoto, 2022). These components collectively build informed, engaged, and morally conscious citizens capable of sustaining democratic governance and social justice.

Effective teaching of citizenship components also emphasizes fostering civic identity and critical thinking through interactive and participatory methods such as debates, community projects, and discussions of current events (Nelsen, 2021; Fortuna & Khadir, 2022). Such pedagogical strategies ensure that students move beyond theoretical knowledge to develop practical civic skills and ethical reasoning, preparing them to navigate complex societal challenges and actively contribute to national development. This holistic approach aligns with global best practices for education in the 21st century.

2.2 Citizenship Components of Social Studies

Citizenship education within Social Studies aims to develop healthy, responsible, and active citizens who embody patriotism, discipline, and informed social responsibility, with its core components being civic knowledge and civic skills (Adeyemi & Adeyemi, 2020). Civic skills encompass the competencies required for effective participation in democratic processes, including critical thinking, effective communication, problem-solving, conflict resolution, and media literacy, all of which are cultivated through experiential learning and community engagement (Pangalila & Winoto, 2022; Uzoagba, Ohizu, & Ebebe, 2020). These skills empower citizens to actively engage in public life, monitor policies, and contribute to social justice and peacebuilding, thus strengthening democracy. Civic knowledge refers to an understanding of governmental structures, political processes, historical context, and societal challenges, enabling individuals to grasp their rights and responsibilities within a democratic framework (Olayinka & Elijah, 2019; Adeyemi & Aderogba-Oti, 2022). This knowledge forms the foundation for informed citizenship by promoting awareness of political parties, legislation, electoral processes, and the role of civil society organizations, which together facilitate active participation and critical evaluation of public policies (Balogun & Yusuf, 2019; Soluade, 2018).

Historical and cultural knowledge further enrich this understanding by providing context on Nigeria's political evolution and societal diversity, fostering appreciation for the nation's democratic journey and ethical values (Aderogba-Oti, 2022; Ajaps & Obiagu, 2021). Moreover, citizenship education extends civic competence beyond national boundaries by fostering community involvement, global awareness, and a sense of global citizenship, equipping learners to navigate interconnected social, economic, and political issues (Oluwatosin, Olusola, & Popoola, 2020; Ani, 2016). Through these multifaceted components, Social Studies education cultivates citizens who are not only well-informed about their local and national environments but also prepared to engage responsibly in an increasingly complex global society, promoting inclusive development and social cohesion.

2.3 Concept of Attitude in Citizenship Education

Attitude is a multifaceted psychological construct characterized by cognitive, affective, and behavioral components that together influence how individuals think, feel, and act toward various objects, people, or situations (Richard, 2016; Nnamani & Oyibe,

2016). It is an acquired and dynamic state shaped by prior experiences that predisposes individuals to respond in particular ways and significantly guides their perceptions and actions. Scholars emphasize that attitude encompasses not only personal beliefs and emotions but also behavioral intentions, making it a vital concept in understanding social interactions and educational outcomes (Krischler, Powell, & Cate, 2019; Mahr & Dickel, 2019). Within education, attitude shapes student engagement and learning, influencing choices such as subject preference and academic motivation (Vogel & Wanke, 2016; Ajzen, Fishbein, Lohmann, & Albarracín, 2018). Positive attitudes facilitate effective learning and participation, while negative attitudes such as prejudices and biases can hinder academic performance and social inclusion (Nandeem, 2016; Olasheinde & Olatoye, 2014). Importantly, attitudes are not static; they evolve over time through contextual influences and educational interventions, highlighting the potential for educators to nurture constructive attitudes that support student success and civic competence.

2.4 Collaborative Learning Strategy

Collaborative Learning (CL) is a dynamic educational philosophy and approach that emphasizes respectful interaction, shared authority, and collective responsibility among students working towards common academic goals (Roselli, 2016; Olokooba, 2022). Distinct from peer learning, CL involves horizontal task division within groups and rooted in constructivist principles, it promotes active learner-centered instruction through interaction, hands-on experience, and structured problem-solving activities (Russell & Waters, 2022). CL fosters cooperation, communication, cognitive development, and social skills essential for integration into society and aligns well with the goals of Social Studies in preparing informed, engaged citizens (Russell, 2022).

Various collaborative learning strategies have been identified and applied effectively in Social Studies education, including Think-Pair-Share, Jigsaw Technique, Group Investigation, Team-Based Learning, Peer Teaching, Problem-Based Learning, and Role Play among others (Azis & Pertiwi, 2021; Achufusi, Okonkwo, & Wisdom, 2024). These strategies share core elements of group interaction, active participation, peer teaching, and cooperative problem solving, each enhancing critical thinking, communication, and teamwork skills. For example,

Think-Pair-Share encourages individual reflection followed by collaborative dialogue, while the Jigsaw Technique fosters interdependence by assigning specific content expertise to group members (Okeke & Dikeocha, 2024). Such methods have demonstrated positive impacts on student achievement, attitude, and social skills in various subjects within the Nigerian education context (Ibe, Ezeliora, & Okafor, 2024). Incorporating collaborative learning strategies in Social Studies enhances teaching effectiveness by creating inclusive classrooms where students engage with diverse perspectives and real-world issues (Fisher & Machirori, 2021; Karim & Hassan, 2021). Teachers play a crucial role in facilitating these interactions, encouraging student dialogue, scaffolding tasks, and assessing group dynamics to ensure quality learning outcomes (21k School, 2025). Ultimately, collaborative learning equips students with vital cognitive, social, and emotional competencies necessary for active citizenship and lifelong learning, which are central aims of Social Studies education (Abiodun, Daodu, Ibiejemite, & Samtani, 2022). This approach aligns with global best practices emphasizing learner-centered, socially constructed knowledge as a pathway to deeper understanding and democratic participation.

Public service announcements: It has been a great medium to bring about public awareness with respect to some very important social issues, such as health, education, and civic engagement. Source: "The Impact of Public Service Announcements on Public Behavior" by Journal of Applied Psychology.

Promoting local culture: Cultural programming: Used in the promotion of local cultures through the airwaves of traditional music, dance, and art forms. For example, the "Come Dancing" program on BBC institutionalized ballroom dancing across the UK during the 1950s and 1960s. Source: "The Cultural Impact of Television" from The Guardian.

Local news and current affairs: Through broadcasting, local communities became updated with problems at their place, developing a sense of community and civic awareness. Source: "The Importance of Local News" by Pew Research Center.

Community programming: This helped advertise events, festivals, and traditions of the community with an aim of creating cultural identity and social cohesion. For instance, Australia's SBS network is broadcasting programs in Indigenous Australian Cultures and languages. Source: "The Role of Broadcasting in Promoting Indigenous Culture" by The Guardian.

Broadcasting has, therefore, been a very strong tool regarding the dissemination of information, propagation of education to the public at large, and promotion of cultural heritage in different societies. It has contributed much toward the building of public opinion, civic engagement, and cultural conservation.

III. Research Methods

The study employed a quasi-experimental design involving Upper Basic Two students from public secondary schools in Akwanga Local Government Area, Nassarawa State. The population consisted of 1,422 Upper Basic Two students across 27 registered public schools; this class was chosen due to its relative stability in junior secondary education, as they are not in their final examination year, unlike Upper Basic Three students. A total sample of 55 students was drawn, with 29 students in the experimental group exposed to the collaborative learning strategy and 26 students in the control group receiving conventional lecture-based instruction. Two instruments were used for data collection: the Social Studies Achievement Test (SSAT) and the Social Studies Attitude Questionnaire (SSAQ), both subjected to expert validation to ensure content and construct validity. The researcher made modifications to the instruments based on expert feedback before administration. The reliability of the SSAT was established using the Kuder-Richardson 20 formula, yielding a coefficient of 0.75, while the SSAQ demonstrated internal consistency with a Cronbach's alpha of 0.87, confirming their suitability for the study. Data were analyzed using descriptive statistics, including means and standard deviations to answer research questions, and inferential analysis employing ANCOVA to test the hypotheses, ensuring rigorous and comprehensive evaluation of the effects of collaborative learning on students' attitude and achievement in citizenship components of Social Studies.

IV. Result and Discussion

Research Question One: What are the pre-test and post-test attitude of students towards citizenship components of Social Studies in the experimental and control group?

Table 1. The Pre-test and Post-test Attitude Mean Scores of Students towards Citizenship Components of Social Studies in the Experimental and Control Group

Group	N	Pretest		Posttest		Mean Gain	$\bar{x}$ -Gain difference
		Mean	SD	Mean	SD		
Experimental	29	25.45	5.48	52.97	3.41	27.52	23.28
Control	25	26.76	4.28	31.00	9.35	4.24	

Attitude Scale: Negative attitude (1 – 20); Neutral attitude (21 – 40); Positive attitude (41 – 60)

Table 1 shows the attitude mean scores of students towards citizenship components of Social Studies in the experimental and control groups. The experimental group obtained a pre-test mean score of 25.45 (indicating a neutral attitude) with a standard deviation of 5.48 and a post-test mean score of 52.97 (indicating a positive attitude) with a standard deviation of 3.41, yielding a mean gain of 27.52 after exposure to collaborative learning strategy. The control group had a pre-test mean score of 26.76 (indicating a neutral attitude) with a standard deviation of 4.28 and post-test mean score of 31.00 (indicating a neutral attitude) with a standard deviation of 9.35, yielding a mean gain of 4.24. The result indicated that students in the experimental group had a higher mean gain score after exposure to collaborative learning strategy than those in the control group who were not given treatment. The mean gain difference was 23.28 in favour of the experimental group. This means that collaborative learning strategy did increase the students' attitude towards citizenship components of Social Studies.

Research Question Two: What are the pre-test and post-test achievement mean scores of students in the experimental and control group?.

Table 2. The Pre-test and Post-test Achievement Mean Scores of Students Taught Social Studies in Experimental and Control Group

Group	N	Pretest		Posttest		Mean Gain	$\bar{x}$ -Gain difference
		Mean	SD	Mean	SD		
Experimental	29	36.45	4.69	69.72	12.37	33.27	21.91
Control	25	37.08	4.53	48.44	4.88	11.36	

Table 2 shows the achievement mean scores of students in the experimental and control group. The experimental group obtained a pre-test mean score of 36.45 with a standard deviation of 4.69 and a post-test mean score of 69.72 with a standard deviation of 12.37, yielding a mean gain of 33.27 after exposure to collaborative learning strategy. The control group had a pre-test mean score of 37.08 with a standard deviation of 4.53 and post-test mean score of 48.44 with a standard deviation of 4.88, yielding a mean gain of 11.36. The result indicated that students in the experimental group had a higher mean gain score after exposure to collaborative learning strategy than those in the control group who were not given treatment. The mean gain difference was 21.91 in favour of the experimental group. This means that collaborative learning strategy did increase the students' achievement in Social studies.

Research Question three: What are the achievement mean scores of male and female students in the experimental group?

Table 3. The Pretest and Post-test Achievement Mean Scores of Male and Female Students in the Experimental Group

Gender	N	Pretest		Posttest		Mean Gain	$\bar{x}$ -Gain difference
		Mean	SD	Mean	SD		
Male	11	37.64	4.15	71.09	13.19	33.45	0.28
Female	18	35.72	4.97	68.89	12.16	33.17	

Table 3 reveals the achievement mean scores and standard deviation of the of male and female students taught Social studies in the experimental group. The male students obtained a pre-test mean score of 37.64 with a standard deviation of 4.15 and a post-test mean score of 71.09 with a standard deviation of 13.19, yielding a mean gain of 33.45 after exposure to collaborative learning strategy. Similarly, the female students obtained a pre-test mean score of 35.72 with a standard deviation of 4.97 and a post-test mean score of 68.89 with a standard deviation of 12.16, yielding a mean gain of 33.17 after exposure to collaborative learning strategy. This implies that both the male and female students had a similar achievement after exposure to treatment.

Hypothesis one: There is no significant difference in the pretest and posttest attitude mean scores of students in the experimental and control group

Table 4. ANCOVA Result on Pretest and Posttest Attitude Mean Scores of Students in Social Studies in the Experimental and Control Groups

Source	Type II Sum of Squares	df	Mean Square	F	Sig.	Partial Eta Squared
Corrected Model	6633.996 ^a	2	3316.998	74.564	.000	.745
Intercept	1872.698	1	1872.698	42.097	.000	.452
Attitude Pretest	156.203	1	156.203	3.511	.067	.064
Group	6535.485	1	6535.485	146.913	.000	.742
Error	2268.763	51	44.486			
Total	107805.000	54				
Corrected Total	8902.759	53				

a. R Squared = .745 (Adjusted R Squared = .735)

The data were subjected to analysis of covariance (ANCOVA) having experimental and control groups to determine if a significant difference exists in the pre-test and post-test attitude mean scores of students in the experimental and control group. Table 4 shows that $F(1, 51) = 146.913$, $P < 0.05$. Since the p-value of .000 is less than the 0.05 level of significance, the null hypothesis was rejected. This indicates that, there was a significant effect of collaborative learning strategy on students' attitude in social studies in the

experimental group. The result further reveals an adjusted R squared value of .735 which means that 73.5 percent of the variation in the dependent variable which is students' attitude is explained by variation in the treatment of collaborative learning strategy while the remaining is due to other factors not included in this study. Hence, we can say that collaborative learning strategy does improve students' attitude in Social Studies.

Hypothesis Two: There is no significant difference in the post-test achievement mean scores of students in Social Studies in the experimental group based on gender

Table 5. ANCOVA Result on Effect of Gender on Achievement of Students in Social studies in the Experimental Group

Source	Type II Sum of Squares	df	Mean Square	F	Sig.	Partial Eta Squared
Corrected Model	232.722 ^a	2	116.361	.746	.484	.054
Intercept	1027.066	1	1027.066	6.585	.016	.202
Achievement Pre	199.616	1	199.616	1.280	.268	.047
Gender	7.793	1	7.793	.050	.825	.002
Error	4055.071	26	155.964			
Total	145270.000	29				
Corrected Total	4287.793	28				

a. R Squared = .054 (Adjusted R Squared = -.018)

Analysis of covariance (ANCOVA) was conducted to determine if there is a significant effect of gender on achievement of students taught Social Studies using collaborative learning strategy. Table 10 shows the main effect of gender yielded $F(1, 26) = .050$ $P > 0.05$. Since the p-value of .825 is greater than the 0.05 level of significance, the null hypothesis was retained, indicating that, there was no significant effect of gender on achievement of students taught Social Studies using collaborative learning strategy. Hence, it could be said that gender has no effect on the achievement of students in Social Studies

Discussion

The study found that students exposed to the collaborative learning strategy demonstrated significantly greater improvements in their attitude towards the citizenship components of Social Studies compared to those taught using the conventional lecture method. This aligns with literature emphasizing the positive impact of interactive and cooperative teaching approaches on student attitudes in civic education (Adamu, 2016). Additionally, the achievement scores of students in the collaborative learning group significantly exceeded those in the control group, supporting prior research that collaborative learning enhances understanding, critical thinking, and academic performance in social science subjects (Russell, 2022; Olokooba, 2022). Furthermore, the analysis revealed no significant difference in achievement between male and female students within the experimental group, corroborating findings that collaborative learning fosters inclusive participation and equal academic benefits regardless of gender (Ahmed & Shaista, 2016; Sunday, 2020). These results underscore collaborative learning as an

effective pedagogical strategy for promoting both positive attitudes and academic success in citizenship education, consistent with global best practices highlighted in the review (Pangalila & Winoto, 2022; Fortuna & Khadir, 2022).

V. Conclusion

The study concludes that collaborative learning is an effective method for improving students' attitudes and academic achievement in the citizenship components of Social Studies, benefiting all students equally regardless of gender. This approach promotes positive engagement and deeper understanding necessary for active citizenship.

Recommendations

1. Teachers should incorporate collaborative learning strategies regularly to enhance students' attitudes towards citizenship education.
2. Educational authorities should promote the use of collaborative learning methods to improve academic performance in Social Studies.
3. Schools should ensure inclusive learning environments that foster equal participation from all students, irrespective of gender.

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