

**CO-OPERATIVE LEARNING STRATEGY ON THE ACADEMIC PERFORMANCE OF  
SOCIAL STUDIES STUDENTS IN JUNIOR SECONDARY SCHOOLS IN URUE OFFONG  
ORUKO LGA**

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**ABSTRACT**

Despite the importance of Social Studies in fostering civic competence, social awareness, and responsible citizenship among Junior Secondary School students, academic achievement in the subject has continued to decline in many public secondary schools. The main objective of this study was to examine the influence of cooperative learning strategy and academic achievement of social studies students in Junior Secondary School in Urue Offong Oruko Local Government Area of Akwa Ibom State. The research question and hypothesis were formulated in line with the research objective. Methodologically, cross-sectional survey research design was adopted in the study. Related literature aimed at enriching the conceptual framework were reviewed. The population of the study was 1002 junior secondary school student in Urue Offong Oruko Local Government Area of Akwa Ibom State and a sample size of 277 were determined using Krejcie's and Morgan Formula. The collected data were further analyzed using simple percentage and Simple Linear Regression at a 0.05 level of significance. Findings showed that the two independent variables (interdependence and individual accountability, were significantly relates with the academic achievement of social studies students in Junior Secondary School in Urue Offong Oruko Local Government Area of Akwa Ibom State. it was concluded that positive interdependence, and individual accountability, are relational dimensions that can influence the academic achievement of social studies students in Junior Secondary School in Urue Offong Oruko Local Government Area of Akwa Ibom State. It was recommended that Social Studies teachers in Junior Secondary Schools in Urue Offong Oruko Local Government Area should deliberately adopt cooperative learning strategies that promote positive interdependence. Teachers should design learning activities where students depend on one another to achieve shared academic goals, such as group projects, joint problem-solving tasks, and collaborative discussions

**INTRODUCTION**

Social Studies is a core subject in the Junior Secondary School curriculum in Nigeria, designed to equip learners with knowledge, skills, values, and attitudes necessary for responsible citizenship and effective participation in society. The subject integrates concepts from the social sciences and humanities, aiming to promote critical thinking, problem-solving abilities, and social awareness among students. Despite its importance, academic achievement in Social Studies at the Junior Secondary School level has remained a major concern for educators, parents, and stakeholders, particularly in rural and semi-urban areas such as Urue Offong Oruko Local Government Area of Akwa Ibom State.

Evidence from school records and examination results indicates that many Junior Secondary School students in Urue Offong Oruko Local Government Area perform below expectations in Social Studies. This poor performance has often been attributed to factors such as inadequate instructional materials, large class sizes, students' low motivation, and, most importantly, the persistent use of conventional teacher-centered instructional methods. The traditional lecture method, which dominates classroom practice, tends to limit students' active participation, interaction, and deeper understanding of Social Studies concepts (Johnson and Johnson, 2021).

In recent years, attention has shifted toward learner-centered instructional strategies that actively engage students in the learning process (Vygotsky, 2020). One such approach is the Cooperative Learning Strategy, which involves students working together in small, heterogeneous groups to achieve shared learning goals (Slavin, 2024). Cooperative learning encourages peer interaction, mutual support, individual accountability, and positive interdependence, all of which have been found to enhance understanding, retention, and academic achievement. Through discussion, collaboration, and shared problem-solving, students are more likely to grasp abstract Social Studies concepts and relate them to real-life situations.

Although several studies have reported the effectiveness of cooperative learning in improving students' academic achievement in various subjects, there is limited empirical evidence on its application to Social Studies at the Junior Secondary School level in Urue Offong Oruko Local Government Area. The unique socio-cultural and educational characteristics of the area make it necessary to investigate instructional strategies that can improve learning outcomes. Therefore, this study seeks to examine the effect of Cooperative Learning Strategy on the academic achievement of Junior Secondary School students in Social Studies concepts in Urue Offong Oruko Local Government Area, with the aim of providing empirical evidence that can guide teachers, curriculum planners, and educational policymakers.

### **Statement of the Problems**

Despite the importance of Social Studies in fostering civic competence, social awareness, and responsible citizenship among Junior Secondary School students, academic achievement in the subject has continued to decline in many public secondary schools in Urue Offong Oruko Local Government Area of Akwa Ibom State. Reports from internal school assessments and external examinations reveal that a significant number of students perform poorly in Social Studies, particularly in understanding and applying key concepts. This persistent low level of achievement raises concerns about the effectiveness of instructional strategies employed in teaching the subject.

One major factor contributing to students' poor performance is the continued reliance on conventional teacher-centered methods, such as the lecture method, which dominate Social Studies classrooms in the study area. These methods often limit students' active participation, critical thinking, collaboration, and meaningful engagement with learning materials. As a result, many students struggle to grasp abstract Social Studies concepts, retain learned content, and apply knowledge to real-life social situations.

Although Cooperative Learning Strategy has been widely recognized as an effective learner-centered approach that promotes interaction, peer support, and shared responsibility for learning, its use in teaching Social Studies in Junior Secondary Schools in Urue Offong Oruko Local Government Area appears to be minimal. Moreover, there is a lack of empirical evidence documenting the effectiveness of this strategy in improving students' academic achievement in Social Studies concepts within the local context.

The problem, therefore, is the continued poor academic achievement of Junior Secondary School students in Social Studies concepts in Urue Offong Oruko Local Government Area and the uncertainty surrounding the effectiveness of Cooperative Learning Strategy as an instructional approach for improving students' learning outcomes in the subject. This study seeks to address this gap by investigating the effect of Cooperative Learning Strategy on the academic achievement of Junior Secondary School students in Social Studies concepts in the study area.

### Objectives of the Study

The main objective of this study was to examine the influence of cooperative learning strategy and academic achievement of social studies students in Junior Secondary School in Urue Offong Oruko Local Government Area of Akwa Ibom State. The specific objective includes;

- i. Examine the influence of positive interdependence on academic achievement of social studies students in Junior Secondary School in Urue Offong Oruko Local Government Area of Akwa Ibom State;
- ii. Ascertain the influence of individual accountability on academic achievement of social studies students in Junior Secondary School in Urue Offong Oruko Local Government Area of Akwa Ibom State;

### Research Questions

1. What is the influence of positive interdependence on academic achievement of social studies students in Junior Secondary School in Urue Offong Oruko Local Government Area of Akwa Ibom State?
2. What is the effect of individual accountability on academic achievement of social studies students in Junior Secondary School in Urue Offong Oruko Local Government Area of Akwa Ibom State?

### Statement of Hypotheses

**Ho<sub>1</sub>:** Positive interdependence has no significant influence on academic achievement of social studies students in Junior Secondary School in Urue Offong Oruko Local Government Area of Akwa Ibom State.

**Ho<sub>2</sub>:** Individual accountability has no significant effect on academic achievement of social studies students in Junior Secondary School in Urue Offong Oruko Local Government Area of Akwa Ibom State.

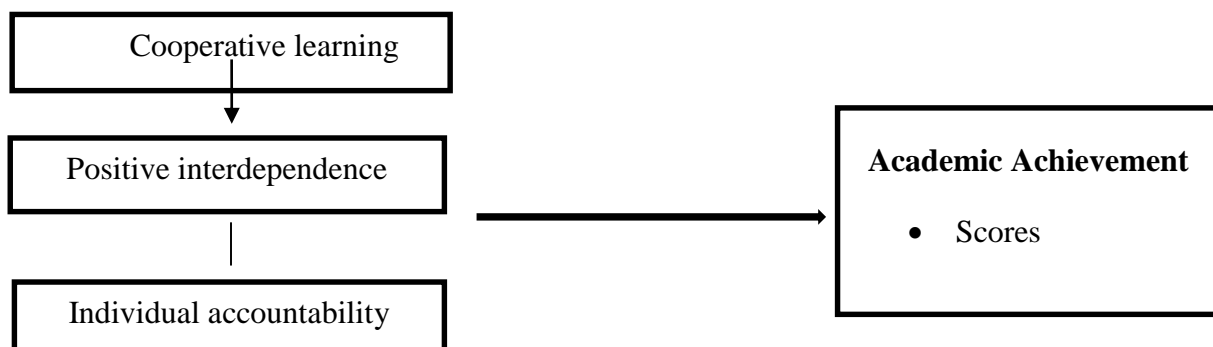
## REVIEW OF RELATED LITERATURE

### Conceptual Framework

The idea and qualitative characteristic of this study were discussed in this section of the study. These include the element that offer comparability, verifiability, timeliness, and ability of cooperative learning strategy and academic achievement of social studies students in Junior Secondary School as shown in figure 2.1.

### Independent Variable

### Dependent Variable



**Figure 2.1. Conceptual model of Co-operate Learning Strategy and Academic Achievement by the researcher, 2025.**

### **Cooperative learning strategy**

In recent years, there has been growing concern about the effectiveness of traditional teacher-centered instructional methods in promoting deep learning, critical thinking, and long-term knowledge retention among students. Conventional approaches, which emphasize rote memorization and passive learning, often fail to adequately engage learners or develop essential social and cognitive skills required in modern educational and workplace environments (Johnson and Johnson, 2021). This challenge has prompted educators and researchers to explore more learner-centered instructional strategies that actively involve students in the learning process.

Cooperative learning strategy has emerged as one of the most effective learner-centered approaches to teaching and learning. Cooperative learning involves the structured use of small groups in which students work together to achieve shared learning goals, while being individually accountable for their contributions. Research has shown that cooperative learning enhances academic achievement, improves interpersonal relationships, and promotes positive attitudes toward learning when compared with competitive or individualistic learning methods (Slavin, 2024).

Furthermore, cooperative learning is grounded in social constructivist theory, which emphasizes that knowledge is constructed through social interaction and collaboration. By engaging students in group discussions, problem-solving, and peer teaching, cooperative learning encourages active participation and deeper understanding of subject matter (Vygotsky, 2020). It also helps learners develop communication skills, teamwork, leadership, and mutual respect, which are essential competencies in today's globalized society.

Despite its proven benefits, the effective implementation of cooperative learning remains limited in many educational settings due to factors such as inadequate teacher training, large class sizes, and insufficient instructional resources. These challenges highlight the need for clear guidelines and recommendations on how cooperative learning strategies can be effectively adopted and sustained in classrooms. Therefore, a focused examination of cooperative learning strategy is necessary to guide educators and policymakers in improving teaching effectiveness and enhancing students' academic and social outcomes.

Cooperative learning is a teaching strategy in which small teams, each with students of different levels of ability, use a variety of learning activities to improve their understanding of a subject. Each member of a team is responsible not only for learning what is taught but also for helping teammates learn, thus creating an atmosphere of achievement. Students work through the assignment until all group members successfully understand and complete it. Cooperative efforts result in participants striving for mutual benefits so that all group members achieve the following:

- i. Gain from each other's efforts. (Your success benefits me and my success benefits you.)
- ii. Recognize that all group members share a common fate (we all sink or swim together here.)
- iii. Perceive that one's performance is mutually caused by oneself and one's team members. (we cannot do it without you.)
- iv. feel proud and jointly celebrate when a group member is recognized for achievement. (we all congratulate you on your accomplishment.)

### **Why use cooperative learning?**

Research such as of Adeyemi (2003), Sadauki (2012) and Ozochoha (2009) have shown that cooperative learning strategy:

- i. Promotes students learning and academic achievement.
- ii. Increases students retention
- iii. Enhances student's satisfaction with their learning experiences.
- iv. Helps students develop skills in oral communication.

- v. Develops student's social skills.
- vi. Promotes students self – esteem and
- vii. Helps to promote positive academic retention.

Cooperative learning refers to students working together to achieve a common goal. In addition to the usual learning goals, it includes the goal of establishing a collaborative/helping relationship among participants (McCulluch,1985).

Below are generalizations designed to guide the use of cooperative learning strategies:

- i- Organizing groups based on ability levels, should be done sparingly.
- ii- Cooperative groups should be kept rather small in size. According to Lou, (1996), "Small teams of three to four members seem more effective than larger groups."
- iii- Cooperative learning should be applied consistently and systematically, but not overused.

Any strategy can be overused and lose its effectiveness. Cooperative learning is misused if assignments given to groups are not well structured, and students do not have enough time to practice independently the skills and process that they must master. (John Anderson, Lynne Reder and Herbert,2006). In order to keep the group focused and on task, it is important for the group to divide up roles and responsibilities. Roles can be identified in a variety of ways, but basically there are four different types of responsibilities identified as:

- a- Leader – makes sure everyone is on task, focused, and leads to consensus in a diplomatic way.
- b- Reporter – keeps track of discussions or decisions made by group and reports those to class.

### **Concept of Social Studies Education**

Social Studies is a natural development from man's interaction and exploration of the environment in which he lives. It concerns the concrete experiences man encounters as he relates to the various aspects of his environment. It is therefore, not an abstractions or a collection of theories and principles but rather a practical learning of coping strategies against the backdrop of the problems and challenges man encounters in his relationship with the environment. Through Social Studies Education man is equipped with useful knowledge, practical skills, positive values and attitudes to be sufficiently informed to tackle several problems and issues. The main purpose is to help teachers develop the ability to adapt and contribute to the ever – changing environment. Thus, Dubey, Woolfork, and Nico Lick, (2023), described Social Studies as the investigation of human activities. It studies man at home, at work, at play in politics, in the village, in the nation and everywhere he engages in his busy programme of living. Still trying to buttress the central theme of man in the environment in Social Studies Education Aina, Adeyoyin, Obilo, and Ahmadu, (2019), simply described it as the study of man and his totality. They explained that Social Studies draws materials from a wide range of sources to relate man to his environment for a more meaningful and active living.

Another useful explanation of the concept as provided by the African Social Environmental Studies Programme (1994), stated that Social Studies is the integration of Social Sciences and Humanities concepts for the purpose of promoting and practicing effective problem – solving and decision making, citizenship skills on Social, Political, and Economics issues and problems. This means that the primary purpose of Social Studies Education is to help young people develop the ability to make informed and reasoned decisions for the public good as citizen of culturally interdependent world. In other words, in learning Social Studies there is a clarion call to responsible citizenship it is not only a study but a way of living by which learners translate acquired information and skills to affect and impact the environment in which they dwell positively.

## Theoretical Framework

No one theory can explain or predict outcomes of Cooperative Learning Strategy; however some Educational Theories have direct impact and relationship with Cooperative Learning Strategy to teaching and learning in the classroom. The behaviorally oriented theory (BOT) and are used in this study. The behaviorally oriented theory: psychologists have developed different learning theories to explain how learning takes place. For instance, Robert Martins, John, and Wilmer, (1983), opine that central to all behaviorally oriented teaming theories is the definition of learning as a change in overt behavior. The child is born empty of psychological content. Behaviorists rely exclusively on behavioral change as an indication of learning. Overt behavioral acts such as starting pointing, writing and demonstrating are used as examples of knowledge that has been acquired and can be measured. Perhaps the most descriptive term in behaviorist learning theory is stimulus response (S-R).

Another psychologist, Gagne (1985), advocates that, before learning specific skills a teacher should identify the prerequisite skills and make sure that the learners possess them. He specified list of building blocks as a learning hierarchy. He classifies learning in to eight and presents them in hierarchical order as follows:

- a) Signal learning
- b) Stimulus learning
- c) Chain (Motor) learning
- d) Chain (verbal association)
- e) Multiple discrimination learning
- f) Concept learning principle or role learning
- g) Problem solving.

To strengthen Gagne's point of view about learning, Onyeargwu (2009) states that stimulus response learning is seen as the function of the strength of the bond or connection or association between a given stimulus and a given response (example Thorndikean S-R conditioning experiment). Here the reinforcement is necessary if the response becomes more precise in light of what Onyeargwu opines, the researcher sees reinforcement as relevant to be employed in teaching Social Studies using Cooperative Learning Strategy in order to improve Academic Achievement of Junior Secondary School students as well as to improve their Retentive levels.

## Review of Related Empirical Studies

A lot of studies have been conducted in the attempt to evaluate the effect of cooperative learning Strategy approach to teaching and learning. The present study attempts to investigate impact of Cooperative Learning Strategy on academic Achievement of Social Studies concepts in Junior Secondary School Akwa Ibom State, Nigeria. Below are reviews of some empirical studies that are so much related with current study. It is aimed at identifying similarities and establishing differences in order to fill-in the gabs left by other studies.

Adeyemi (2023) carried out an investigation on "the effect of cooperative learning and problem-solving strategies on JSS Students, Achievement in Social Studies in Ife central Local government Area of Osun State, Nigeria." The design used for the study was pre-test, post test control group non randomized quasi – experimental design. The study made use of 150 students 80 Boys and 70 Girls that were selected using cluster sampling from 3 schools. Three hypotheses were tested using analysis of variance (ANOVA) and they were rejected the result of study revealed that JSS Students performed better when they were taught with cooperative learning strategy. The study used Social Studies achievement test (SOSAT) as data collection instrument. As regards the achievement of boys and girls exposed to the different treatment conditions, the Boys had higher achievement mean scores than Girls in the Cooperative and

Conventional strategies group while the Girls had an edge over the Boys in problem solving strategy group. The investigation thus considers the use of Cooperative Learning Strategy as the most suitable method for teaching Social Studies hence it should be preferred. It is obvious from the result of the study that improved teaching ability of Boys and Girls depend on the exposure to many teaching strategies. Therefore, if we want improve Secondary School Boys and Girls teaching ability, we have to embrace the Cooperative Learning Strategy in our Schools.

Furthermore, Sadauki (2022) conducted a research on effects of Aesthetic Value and Cooperative Learning Strategies on Primary pupils Mathematics performance, retention and application in Gwale Local government Kano state Nigeria. Quasi – experimental design involving pre-test post test 1; post test 2 and post test 3; was used. The population consistent of 17,803 pupils. The sample of 141 pupils was used. Two experimental groups and one control group were used for the study. Pupils in experimental group 1 (EG 1) were taught using aesthetic value strategy, pupils in experimental group 2 (EG 2) were taught using Cooperative Learning Strategy and pupils in Control group were taught using Conventional Method. Three instruments were used (mathematics achievement test, test of retention and test of application). The instruments were made reliable using test-retest method with the coefficients 0.68, 0.67 and 0.72 for the three test respectively. Three hypotheses were tested using analysis of variance (ANOVA) and as they were all rejected, post hoc tests were carried out, the findings showed that primary six pupils taught using Aesthetic value and Cooperative Learning Strategies performed and apply the acquired knowledge in solving related word problems, better than those taught using Conventional Method. The current study used Junior Secondary School Students while that of Sadauki (2012) conducted the research in primary schools.

Moreover, Tanko (2022) conducted a study on effects of inquiry teaching method on academic performance of JSS students in Kaduna central education zone. The study used quasi-experimental research design and 120 JSS II students. However, Government Junior Secondary School Badarawa and Government Junior Secondary School Rigasacentral, were used as experimental group; and the selected students were taught using inquiry teaching method while Government Junior Secondary School, UnguwarSarkin – Ruwa and Government Junior Secondary School, UnguwarSarki were used as “Control Group” and the selected students taught using traditional lecture method using JSS II students. The study used Social Studies Lecture Method (SOSLEM), Social Studies Inquiry Teaching Method (SOSITM) as data collection instruments. The study answered three (3) research questions and tested three (3) Hypotheses. The data analysis tools were t-test independent sample and one – way analysis of variance (ANOVA). The study revealed that Jss students performed better when they were taught with inquiry teaching method as against traditional lecture method. The study revealed that inquiry teaching method was effective with the students as it enhances their academic performance. In the light of the above findings the study recommended in service training for teachers; sending social studies teachers to seminar and workshop among others.

## **METHODOLOGY**

### **Research Design**

The Cross-sectional survey research design was employed in this study by the researcher to create a better understanding of individual or group viewpoints concerning a specific concept or issue of interest. Since the focus of this study is on the experiences of Junior Secondary Schools students in Urue Offong Oruko Local Government Area of Akwa Ibom State, quantitative method was used to investigate the topic's holistic character. A cross-sectional survey research design was use since the data needed for this study would be source primarily. These responses are used to determine the influence of the variables in the study.

### Population of the Study

The population of the study constituted all the Urban and Rural, Male and Female Students in Junior Secondary Schools who Study Social Studies in Urue Offiong Oruko Local Government Area of Akwa Ibom State. There are (6) Junior Secondary School in the study area with grand total number of (1,002) Students.

### Sample and Sampling Technique

The sampling distribution approach was considered a critical topic in research to prevent bias in data collection. stratified sampling techniques was used in this study to choose its respondents, guaranteeing that each member of the population has an equal chance of being chosen. Accuracy cannot be guaranteed by a large sample size. Therefore, the researcher specified the sample size within the target population.

For calculating sample sizes, this study used Krejcie and Morgan Formula, which is stated as follows:  $s = \frac{x^2 np (1-p)}{[d^2 (n-1) + x^2 p (1-p)]}$  Model

3.1

Where:

**n** = require sample size

**X<sup>2</sup>** = the table value of chi-square for 1 degree of freedom at the desired confidence level (3.841), same as (1.96). (1.96)

**N** = the population size

**P** = the population proportion (assumed to be .50 since this would provide the maximum sample size)

**d** = the degree of accuracy expressed as a proportion (.50)

Since N = 1,002

$n = \frac{3.841 (1002) (0.5) (1-0.5)}{[0.05^2 (1002-1) + 3.841(0.5) (1-0.5)]}$

$3.841 (1002) (0.5) (0.5) / [0.0025 (1001) + 3.841(0.5) (0.5)]$

$= 962.1705 / (2.5025 + 0.96025)$

$= 962.1705/3.46275$

$= 277$

Sample size (n) = 277.

In distributing questionnaire, issues such as non-response, attribution or outliers are common which may result in a significant reduction in the total number of effectively filled and returned copies of the questionnaire. Top account for such shortfall, it is recommended in the literature to increase the copies of questionnaire for distribution between 10-20 per cent (Edwards et al., 2002). This indicates that the number of questionnaire disseminated was greater than the number necessary to achieve the specified level of precision or confidence interval width. Therefore, it is anticipated that the least 75% of the copies of the questionnaire given were returned and deemed useful. It is a good statistical practice to increase distribution above the sample size. Thus, the distributed copies were increase by 20 per cent. As a result, the distribution adjustment is

$n = 277 + (0.2)(277) = 277 + 55.4 = 332$

### Instrumentation

The research instrument used in collecting data for this study is titled; Cooperative Learning Strategy and the academic Achievement of Social Studies Concepts in Junior Secondary Schools Urue Offiong Oruko Local Government Area of Akwa Ibom State, structured with questions to address the variables adopted in the study. A structured questionnaire was used to gather primary data from junior students on how Cooperative Learning Strategy influences academic Achievement of Social Studies Concepts in Junior Secondary Schools Urue Offiong Oruko. The questionnaire were made up of two sections: Section "A" was on

respondent's class status, aimed at identifying the staff and characteristics. While section "B" was made of five sub-sections to cover each of the five (5) hypotheses that make up the independent variables (Positive Interdependence, individual accountability, Face-to-Face Interaction, Interpersonal and Social Skills and ground process) and the dependent variable (academic Achievement). The questionnaire consisted of multiple closed ended questions at a '5' point Likert scale coded in their order of high importance, where '5' was the highest positive attitude response to the question; 5 – strongly agree; 4– agree; 3- Undecided; 2 – disagree; to 1 – strongly disagree, being the lowest attitude response to the questions

### Data Analysis Procedure

The data collected were analyzed using descriptive statistical tools such as frequencies and percentages. Also, inferential statistical tool such as simple linear models was used for testing the hypotheses one to five respectively. Statistical Package for Social Science (SPSS) was used as the statistical software package.

### Data Presentation

Two hundred and seventy-seven (332) copies of questionnaire were distributed using proportionate sampling according to the student strength of the selected schools. Table 4.1 shows the distribution and the number of completed copies of the questionnaire that were returned.

**Table 4.1 Number of Questionnaire Copies Distributed and Returned**

S/N	FIRMS		COPIES SENT	COPIES RETURNED	
		Proportion			Percentage (%)
1.	St Peter Catholic School Atte, Urue Offong/Oruko	203/1002 x 332	67	54	80.5
2.	Government School Udung Ukpong Akai Ndyoh Urue Offong/Oruko	165/1002 x 332	55	45	81.8
3.	Christian Technical School Urue Offong/Oruko	178/1002 x 332	59	47	79.6
4.	Government School Oyoku, Urue Offong/Oruko	145/1002 x 332	48	39	81.2
5.	Methodist Central School Oyubia Urue Offong/Oruko.	197/1002 x 332	65	53	81.5
6.	Government School Eyulor, Urue Offong/Oruko	114/1002 x 332	38	33	86.8
<b>Total</b>			<b>332</b>	<b>271</b>	<b>81.6</b>

**Source:** Filed Survey, (2025).

A total of 332 copies of the questionnaire were distributed. 271 were completed and returned representing 81.6 per cent return rate. Out of 271 returned, 3 copies were found to be significantly providing inconsistent answers which resulted in the exclusion from coding and analysis. In total, two hundred and sixty eight (268) completed copies of the questionnaire were used for data analysis.

### Statistical Analysis of Data

The data received from the completed copies of the questionnaire were analysed using descriptive statistical tools such as frequencies and percentages. Also, inferential statistical tools like Linear and Multiple linear regression model were employed for hypotheses testing. Statistical Package for Social Science (SPSS) version 25 was used as the statistical software package.

### Presentation of Data Analysis of Empirical Data

**4.3.1** What is the influence of positive interdependence on academic achievement of social studies students in Junior Secondary School in Urue Offiong Oruko Local Government Area of Akwa Ibom State?

**Table 4.2 Responses on the influence of positive interdependence on academic achievement of social studies students in Junior Secondary School i**

S/N	Positive interdependence Dimension	SA	A	N	D	SD
Q1	Students in my group depend on one another to complete learning tasks successfully.	67 (25.0)	90 (33.6)	13 (4.9)	78 (29.1)	20 (7.5)
Q2	Each group member's contribution is important for achieving group success.	66 (24.6)	79 (29.5)	20 (7.5)	31 (11.6)	72 (26.9)
Q3	Group members share learning materials and resources during lessons.	71 (26.5)	81 (30.2)	16 (6.0)	57 (21.3)	42 (16.0)
Q4	Success in group tasks is only possible when all members work together.	85 (31.7)	78 (29.1)	10 (3.7)	31 (11.6)	64 (23.9)
Q5	Students encourage and support one another during group activities.	97 (36.2)	77 (28.7)	21 (7.8)	28 (10.4)	45 (16.8)

**Source: Field Survey (2025)**

The analysis in Table 4.2 shows that a total of 67 respondents representing 25.0% strongly agreed that students in my group depend on one another to complete learning tasks successfully. A total of 90 respondents representing 33.6% ticked agree, 13 (4.9%) kicked undecided, 78 (29.1%) respondents ticked disagree and 20 (7.5%) respondents ticked strongly agreed.

With regards to the second question, a total of 66 respondents representing 24.6% strongly agreed that each group member's contribution is important for achieving group success. A total of 79 respondents representing 29.5% ticked agree, 20 (7.5%) kicked undecided, 31 (11.6%) respondents ticked disagree and 72 (26.9%) respondents ticked strongly agreed.

With regards to third question, 71 respondents representing 26.5% strongly agreed that group members share learning materials and resources during lessons. A total of 81 respondents representing 30.2% ticked agree, 16 (6.0%) kicked strongly disagree, 57 (21.3%) respondents ticked disagree and 42 (16.0%) respondent ticked undecided.

With regards to fourth question shows that a total of 85 respondents representing 31.7% strongly agreed that Success in group tasks is only possible when all members work together. A total of 78 respondents representing 29.1% ticked agree, 10 (3.7%) kicked strongly disagree, 31 (11.6%) respondents ticked disagree and 64 (23.9%) respondent ticked undecided.

With regards to fifth question, a total of 97 respondents representing 36.2% strongly agreed that Students encourage and support one another during group activities. A total of 77 respondents representing 28.7% ticked agree, 21 (7.8%) kicked strongly disagree, 28 (10.4%) respondents ticked disagree and 45 (16.8%) respondent ticked undecided.

What is the effect of individual accountability on academic achievement of social studies students in Junior Secondary School in Urue Offiong Oruko Local Government Area of Akwa Ibom State?

**Table 4.3 Responses on the influence of individual accountability**

S/N	individual accountability Dimension	SA	A	N	D	SD
Q6	Each student in my group is responsible for completing his or her own task.	96 (35.8)	64 (23.9)	22 (8.9)	76 (28.4)	10 (3.7)
Q7	I am assessed individually even when working in a group.	70 (26.1)	101 (37.1)	45 (16.8)	28 (10.4)	24 (9.0)
Q8	Every group member is expected to understand the lesson content.	107 (39.9)	51 (19.0)	74 (27.6)	23 (8.6)	13 (4.9)
Q9	Students who do not contribute are identified during group activities.	74 (27.6)	84 (31.3)	72 (26.9)	27 (10.1)	11 (4.1)
Q10	Individual effort is important for the success of the group.	49 (18.3)	91 (34.0)	76 (28.4)	30 (11.2)	22 (8.2)

**Source: Field Survey (2025)**

The analysis in Table 4.3 shows that a total of 96 respondents representing 35.8% strongly agreed that each student in my group is responsible for completing his or her own task. A total of 64 respondents representing 23.9% ticked agree, 22 (8.9%) kicked undecided, 76 (28.4%) respondents ticked disagree and 10 (3.7%) respondents ticked strongly agreed.

With regards to the second question, a total of 70 respondents representing 26.1% strongly agreed that I am assessed individually even when working in a group. A total of 101 respondents representing 37.1% ticked agree, 45 (16.8%) kicked undecided, 28 (10.4%) respondents ticked disagree and 24 (9.0%) respondents ticked strongly agreed.

With regards to third question, 107 respondents representing 39.9% strongly agreed that every group member is expected to understand the lesson content. A total of 51 respondents representing 19.0% ticked agree, 74 (27.6%) kicked strongly disagree, 23 (8.6%) respondents ticked disagree and 13 (4.9%) respondent ticked undecided.

With regards to fourth question shows that a total of 74 respondents representing 27.6% strongly agreed that students who do not contribute are identified during group activities. A total of 84 respondents representing 31.3% ticked agree, 72 (26.9%) kicked strongly disagree, 27 (10.1%) respondents ticked disagree and 11 (4.1%) respondent ticked undecided.

With regards to fifth question, a total of 47 respondents representing 18.3% strongly agreed that Individual effort is important for the success of the group. A total of 91 respondents representing 34.0% ticked agree, 76 (28.4%) kicked strongly disagree, 30 (11.2%) respondents ticked disagree and 22 (8.2%) respondent ticked undecided.

**Hypotheses Testing**

In the construct of conceptual model, six null hypotheses were used for the study. The hypotheses were tested using simple linear and multiple regressions. These hypotheses result are presented in the subsequent sections.

**Hypothesis One**

**Ho<sub>1</sub>:** Positive interdependence has no significant influence on academic achievement of social studies students in Junior Secondary School in Urue Offiong Oruko Local Government Area of Akwa Ibom State.

$$P = \beta_0 + \beta_1. PI + \epsilon$$

**Table 4.8** Model Summary<sup>b</sup>

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.799 <sup>a</sup>	.639	.637	.30171	1.688

a. Predictors: (Constant), Positive interdependence

b. Dependent Variable: academic achievement

**ANOVA<sup>a</sup>**

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	28.659	1	28.659	314.834	.000 <sup>b</sup>
	Residual	16.203	266	.091		
	Total	44.862	267			

a. Dependent Variable: academic achievement

b. Predictors: (Constant), Positive interdependence

**Coefficients<sup>a</sup>**

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	.466	.153		3.055	.003
	Positive interdependence	.884	.050	.799	17.744	.000

a. Dependent Variable: academic achievement

**Source: Researchers Computation (2025)**

A simple linear regression analysis was carried out to look at the prediction of the academic achievement of social studies students in Junior Secondary School from Positive interdependence. To test the first null hypothesis, which states that positive interdependence has no significant influence on academic achievement of social studies students in Junior Secondary School in Urue Offong Oruko Local Government Area of Akwa Ibom State. The result in Table 4.7, R-square of the regression analysis is .639. This finding suggests that 63.9 % of the variance in academic achievement is explained by Positive interdependence of Junior Secondary School. The analysis of variance (ANOVA) confirmed the existence of a positive significant influence and the study found that the regression model is a strong fit for predicting the influence between variables under study [F = 314.834, t = 17.744 and p<0.05]. Given this result, the null hypothesis is rejected. Positive interdependence has significant influence on academic achievement of social studies students in Junior Secondary School in Urue Offong Oruko Local Government Area of Akwa Ibom State. Similarly, the study revealed that every unit increase in positive interdependence would cause an increase of 88.4% in academic achievement of social studies students in Junior Secondary School in Urue Offong Oruko Local Government Area of Akwa Ibom State (Beta= .884, p=0.000).

**Hypothesis Two**

**Ho<sub>2</sub>:** Individual accountability has no significant effect on academic achievement of social studies students in Junior Secondary School in Urue Offong Oruko Local Government Area of Akwa Ibom State.

$$P = \beta_0 + \beta_1 IA + \varepsilon$$

**Table 4.9 Model Summary<sup>b</sup>**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.820 <sup>a</sup>	.672	.671	.15647	1.445

a. Predictors: (Constant), Individual accountability

b. Dependent Variable: Performance

**ANOVA<sup>a</sup>**

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	17.637	1	17.637	720.352	.000 <sup>b</sup>
	Residual	8.618	266	.024		
	Total	26.255	267			

a. Dependent Variable: Performance

b. Predictors: (Constant), Individual accountability

**Coefficients<sup>a</sup>**

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	.273	.058		4.741	.000
	Individual accountability	.857	.032	.820	26.839	.000

a. Dependent Variable: Performance

A simple linear regression analysis was carried out to look at the prediction of the academic achievement of social studies students in Junior Secondary School from individual accountability, to test the second null hypothesis, which states that individual accountability has no significant effect on academic achievement of social studies students in Junior Secondary School in Urue Offong Oruko Local Government Area of Akwa Ibom State. From the result in Table 4.8, R-square of the regression analysis is .672. This finding suggests that 67.2 % of the variance in academic achievement of social studies students is explained by individual accountability of Junior Secondary School in Urue Offong Oruko Local Government Area of Akwa Ibom State. The analysis of variance (ANOVA) confirmed the existence of a positive significant influence and the study found that the regression model is best fit for predicting the influence between variables under study [F = 720.352, t = 26.839 and p<0.05]. Given this result, the null hypothesis is rejected. Therefore, individual accountability has significant effect on academic achievement of social studies students in Junior Secondary School in Urue Offong Oruko Local Government Area of Akwa Ibom State. Similarly, the study revealed that every unit increase in individual accountability would cause an increase of 85.7% academic achievement of social studies students in Junior Secondary School in Urue Offong Oruko Local Government Area of Akwa Ibom State (Beta= .857, p=0.000).

**Discussion of The Findings**

The study was carried out to ascertain the influence of cooperative learning strategy on academic achievement of social studies students in Junior Secondary School in Urue Offong Oruko Local Government Area of Akwa Ibom State. The result of the study showed that there is a significant influence of cooperative learning strategy dimensions of (Positive

interdependence, individual accountability, Face-to-Face Interaction, interpersonal and social skills and group process) on academic achievement of social studies students in Junior Secondary School in Urue Offiong Oruko Local Government Area of Akwa Ibom State. These findings are in agreement with several studies in the literature (Tanui, 2023; Ekanem *et al.*, 2023; Imagha *et al.*, 2024; Mutunga *et al.*, 2024; Alkandi and Helmi, 2024).

Looking at the result of the simple linear regression analysis to examine the influence of positive interdependence on academic achievement of social studies students in Junior Secondary School in Urue Offiong Oruko Local Government Area of Akwa Ibom State, the finding revealed that 63.9 per cent of the changes in positive interdependence can explain 63.9 per cent of the changes in the academic achievement of social studies students. This is because positive interdependence is very important to a business organization in the sense that it epitomizes the original ideas and beliefs that coalesced into the set-up of the business in the first place (Alkandi and Helmi, 2024). Other attributes of vision are brevity, clarity, challenging, stability, abstractness, future orientation, desirability or capacity to inspire and ignite emotional commitment among organizational members (Basseyy *et al.*, 2023). Gallup (2023) buttress that vision focuses and strengthens organizational foresight with core purpose. Therefore, a vision naturally should be clear, simple, positive, motivating and emotional so as to challenge, stretch, and ignite corporate efforts of the workforce to embrace organizational change and work hard to actualize the vision over time (Gallup, 2023).

The second objective was ascertain the influence of individual accountability on academic achievement of social studies students in Junior Secondary School in Urue Offiong Oruko Local Government Area of Akwa Ibom State. A simple linear regression analysis was carried out to looked at the prediction of the academic achievement of social studies students in Junior Secondary School from individual accountability, to test the second null hypothesis, which state that individual accountability has no significant effect on academic achievement of social studies students in Junior Secondary School in Urue Offiong Oruko Local Government Area of Akwa Ibom State. From the result in Table 4.8, R-square of the regression analysis is .672. This finding suggests that 67.2 % of the variance in academic achievement of social studies students is explained by individual accountability of Junior Secondary School in Urue Offiong Oruko Local Government Area of Akwa Ibom State. The analysis of variance (ANOVA) confirmed the existence of a positive significant influence and the study found that the regression model is best fit for predicting the influence between variables under study [ $F = 720.352$ ,  $t = 26.839$  and  $p < 0.05$ ]. Given this result, the null hypothesis is rejected. Therefore, individual accountability has significant effect on academic achievement of social studies students in Junior Secondary School in Urue Offiong Oruko Local Government Area of Akwa Ibom State.

## CONCLUSION

From the study conducted that positive interdependence, individual accountability, Face-to-Face Interaction, interpersonal and social skills and group process are relational dimensions that can influence the academic achievement of social studies students in Junior Secondary School in Urue Offiong Oruko Local Government Area of Akwa Ibom State. The empirical results of the study clearly underscore the following:

- i. positive interdependence, individual accountability, Face-to-Face Interaction, interpersonal and social skills and group process are significant positive determinants of the academic achievement of social studies students in Junior Secondary School in Urue Offiong Oruko Local Government Area of Akwa Ibom State
- ii. Schools that consider the application of cooperative learning strategy dimensions such as positive interdependence, individual accountability, Face-to-Face Interaction, interpersonal and social skills and group process are likely to record a better result.

## RECOMMENDATIONS

Based on the findings of the study, the following recommendations were made:

- i. Social Studies teachers in Junior Secondary Schools in Urue Offong Oruko Local Government Area should deliberately adopt cooperative learning strategies that promote positive interdependence. Teachers should design learning activities where students depend on one another to achieve shared academic goals, such as group projects, joint problem-solving tasks, and collaborative discussions.
- ii. Social Studies teachers in Junior Secondary Schools in Urue Offong Oruko Local Government Area should incorporate individual accountability into cooperative learning activities. Each student should be assigned specific tasks and responsibilities within group work to ensure active participation and personal contribution to learning outcomes.

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