

EFFECT OF COLLABORATIVE TEACHING ON ACADEMIC ACHIEVEMENT OF SECONDARY SCHOOL STUDENTS IN ECONOMICS IN AGBANI EDUCATION ZONE, ENUGU STATE**EFFECT OF COLLABORATIVE TEACHING ON ACADEMIC ACHIEVEMENT OF SECONDARY SCHOOL STUDENTS IN ECONOMICS IN AGBANI EDUCATION ZONE, ENUGU STATE**

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ABSTRACT

This study was designed to investigate the effects of collaborative teaching on students' academic achievement in Economics in senior secondary schools in Agbani Education Zone. The study was quasi-experimental study involving a non-randomized control group pretest, posttest design. Intact classes were used. The population of the study comprised all the senior secondary school II Economics students in Agbani Education zone. The sample size consisted of 300 Economics students stratified according to gender. The instrument used for data collection was Economics Achievement Test. The instrument was validated by three specialists. The reliability coefficient of the instrument was 0.77 using Kuder Richardson. The data collected were analyzed using mean, standard deviation and Analysis of co- variance (ANCOVA). The result of the study shows that collaborative teaching method had significant effect on student's mean achievement in Economics. Male students achieved higher than female students in Economics. However, there was no significant effect of gender on the mean achievement of students on Economics when taught using collaborative teaching method. Based on these findings, it was recommended that teachers should endeavour to introduce collaborative teaching method (CTM) in teaching Economics. Furthermore, government should regularize the effective use of collaborative teaching method (CTM) in teaching school subjects in secondary schools.

Key words: *Collaborative Teaching, Academic Achievement, Secondary School Students, Economics, Agbani.*

1.0 INTRODUCTION

Education plays a vital role in social and economic development. It provides individuals with skills, as well as knowledge and competencies to make a meaningful contribution to society and realize self-development (Federal Republic of Nigeria[FRN], 2014). In order to accomplish these, the Nigerian government has formulated school curricula that have incorporated academic and professional curriculum at the secondary school level. Economics is among the fundamental

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commercial classes offered at senior secondary schools, and they are aimed at giving students a feel of the ways in which the scarce resources are distributed to satisfy conflicting human needs (Halls, 2023).

Economics deals with how to man the limited resources to meet the limited needs of human wants, which are unlimited. According to Yusuf (2022), Economics refers to how human beings behave when it comes to the fulfillment of needs. In the Nigerian secondary school teaching programme, Economics is taught as a subject to help students gain basic knowledge and skills to tackle economic problems and take part in issues in the national economy (FRN, 2014).

Academic performance of students is used as an indicator of an effective education system. The achievement tests and examinations are commonly applied to determine learning outcomes and proficiency of students in different subjects (Earnest-Ehibudu and Opurum, 2023). To compare the achievement of students, the researcher has developed Economics Achievement test in this study. Although instructional materials, as well as teachers with qualification, are provided, the academic performance of learners in the Economics field in most regions is still low, and the level of student success can be seen in reports on the WACE of 2018-2023 in Enugu State.

Teaching strategies are very important in promoting student learning. The traditional methods underline passive knowledge transfer and memorization (Norbert, John, and Otmar, 2019). The Collaborative Teaching Method (CTM), on the contrary, encourages an active involvement of students into cooperation aimed at sharing ideas and finding solutions to issues with minimum involvement of the teacher (Dillenbourg, 2019). The enriched environment provided by collaborative learning leads to cognitive, metacognitive and social interaction (Paris and Winograd, 2010). The research paper by Keeler and Anson (2015) and Slavin (2021) also shows that cooperative strategies lead to higher academic success and decreased meaning of dropout.

Under CTM, students are put together into different groups based on their abilities to accomplish assignments. It turns into a social learning process, and students encourage each other through questions and answers, observe and be guided to improve their performance (Mclod, 2018). Although CTM can be said to be gender-neutral in most cases, other studies present gender differences in the success of Economics. McCarty, Padgham, and Bennett (2016) also discovered that males were significantly higher achievers than females in Principles of Economics, which may be explained by the fact that male teachers were represented more in the subject matter. These inconsistent results support the fact that the studies of the impacts of collaborative teaching on student achievement in Economics require further researches.

It is within this context that this study aims at discussing how collaborative teaching can influence the achievement of the senior secondary school students in Economics in the Agbani Education Zone of Enugu State.

EFFECT OF COLLABORATIVE TEACHING ON ACADEMIC ACHIEVEMENT OF SECONDARY SCHOOL STUDENTS IN ECONOMICS IN AGBANI EDUCATION ZONE, ENUGU STATE**Statement of the Problem**

Although Economics has been important in the development of critical and creative thinking, the results of the students in the subject have remained low. The lack of good results in Economics does not spare the growth of analytical and problem-solving skills and makes students less employable. It has been found out that this underachievement is what pivots in traditional, non participatory instruction techniques where memorization goes a long way.

Participatory and student-centred pedagogical strategies on the other hand have been found to improve academic performance. But such methods are yet to be adopted in the secondary school teaching, although the world educational practices are changing. The given case shows a necessity of a teaching method that is active and can fit the modern standards of learning. This paper thus examines the research question into whether collaborative teaching method can enhance student achievement in Economics and this paper also gives a viable approach in solving the underachievement problem and ensuring successful learning in secondary schools.

Purpose of the Study

The primary aim of this study was to examine the impact of the Collaborative Teaching Method (CTM) on students' achievement in Economics in senior secondary schools within the Agbani Education Zone of Enugu State, Nigeria. Specifically, the study sought to:

1. Compare the mean achievement scores of students taught using CTM with those taught using conventional methods.
2. Determine the mean achievement scores of male and female students instructed through CTM.

Research Questions

The study was guided by the following research questions:

1. How do the mean achievement scores of students taught with CTM compare to those taught without CTM in Economics?
2. What are the mean achievement scores of male and female students taught using CTM in Economics?

Research Hypotheses

The following null hypotheses were tested at a 0.05 significance level:

HO1: There is no significant difference in the mean achievement scores of students taught with CTM and those taught without CTM in Economics.

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HO2: There is no significant difference in the mean achievement scores of male and female students taught using CTM in Economics.

2.0 REVIEW OF RELATED LITERATURE

Concept of Economics in Secondary Education

Economics as a discipline prepares the students with knowledge and skills of analysing resource allocation and comprehending the needs in the society. It focuses on making choices when resources are scarce and needs of humans are unlimited (Halls, 2023). Yusuf (2022) points out the importance of learning Economics as an essential course teaching students to analyze human behavior on need fulfillment, hence it is a pivotal course on the cultivation of analytical, financial, and solving problems skills. The curriculum of Economics in the Nigerian secondary school seeks to equip graduates who know the concepts of economics and can solve the economic issues in their country (FRN, 2014).

Academic Achievement: Concept.

Academic achievement is an assessable level of how students have mastered their learning goals in a specific subject or course of study. It not only represents the knowledge gained but also the skills involved obtained by the learners through training, practicing and evaluating. When considering the public education sector, standardized tests, classroom-based exams, assignments, and teacher observations are commonly seen to be used as evaluators of academic performance in secondary level (Earnest-Ehibudu and Oporum, 2023).

Academic achievement in the field of Economics involves knowledge of the study of economics, skills in problem-solving, and skill in applying such knowledge in practical context. Academic performance is a pointer of the success of students in internalizing concepts, critical thinking and competence in economic problems solving. On the other hand, low performance indicates you have missed understanding, retention or use of subject matter material, this is usually demonstrating a weakness in teaching strategy, learning material or student interaction.

The achievement tests may be in various formats and forms such as weekly testing, term tests and standardized final tests. These tools give objective results of the learning outcomes of the students and enable teachers to determine the strengths and weaknesses. In this research, the researcher has created a test called the Economics Achievement Test that is used as the main measure of academic achievement of students with a conceptual and skills on the practical implementation.

Instructional Strategies and Learning outcomes.

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Good instructional practices must be used to enhance learning. Traditional practices, including lectures and teaching, tend to restrict the interaction and active learning of students (Norbert, John, and Otmar, 2019). Such methods promote its passive learning instead of the critical thinking or problem-solving abilities. On the contrary, participatory approaches in teaching make students active participants in the learning process, which enhances understanding and memory.

Collaborative Subject Matter Method (CTM).

CTM is a student-centered strategy whereby students collaborate to arrive at a solution, exchange ideas, and develop knowledge with little teacher engagement (Dillenbourg, 2019). The collaborative learning improves the cognitive abilities, socialization, and metacognition (Paris and Winograd, 2010). The learning process of students with different abilities is carried out in small groups and thus, peer-assisted learning and collaborative problem-solving are available.

Studies show that CTM has a positive effect on academic performance and fewer cases of dropouts (Keeler, 2015; Slavin, 2021). Observing, questioning, and responding to peers allow the students to learn in an interactive and supportive environment (McLeod, 2018). Notably, CTM enables gender and ability-diverse grouping, which advances inclusivity and minimizing prejudice in the classroom setting.

Gender and Economic success in Economics.

Research into performance of genders when it comes to Economics has provided discreet results. According to some researchers, male students achieve higher, which may be due to the presence of male teachers in classrooms teaching Economics (McCarty, Padgham, and Bennett, 2016). Other people indicate the lack of any serious gender impact with participatory learning styles. The findings suggest the necessity to investigate the possible impact of collaborative teaching on male and female students and the possibility of the difference in teaching to be used to reduce the performance gap.

Theoretical Framework

The Socio-Cultural Theory of Vygotsky.

Vygotsky, Lev Semyonovich Vygotsky (1978) was a Soviet psychologist and a representative of the theory of human cultural and bio-social development widely referred to as the socio-cultural theory. The socio-cultural theory created by Vygotsky is concentrated on group interaction and cooperation in learning. As a result of Vygotsky (1978), learning and knowledge become socially constructed as a result of dialogical and dialectical interactions (between teachers (facilitators) and students as well as students).

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Vygotsky presentation theory is related to the present study because mutual learning strategy will expedite improved learning among students in Economics. It would rely on the experienced teacher who would serve as an instructor to coach the children in an attempt to achieve a better knowledge and skills. The teacher would accomplish this by structuring the lesson in a way that would help them in the collaborative interdependence between the questions posed and contents shown in front of them. The researcher opines that social interaction among the students is shaped by such a theory which may lead to the increase in assimilation, retention and increased achievement in a subject area. It is thus the case that the Vygotsky theory is particularly applicable to the collaborative pedagogical role and provides the scaffolding and requisite interaction between students who study in parallel and build knowledge needed to take place to happen effectively.

Empirical Data on Team Teaching and Results of Students.

The result of collaborative teaching as far as performance of students has been considered in various subjects has been empirically investigated. The quasi-experimental study by Slavin, (2021) on students in secondary schools revealed that those in the collaborative learning group had higher post-test scores than the students who received traditional instructions. In addition to this, the study showed more engagement, better retention and less dropouts when students worked in collaborative environments.

The research was based on a mixed-method design by Keeler and Anson (2015) to evaluate the effects of the group-based learning on student performance. The findings showed that small-group cooperation improved the ability to solve problems, peer-assisted learning, and understanding of more complicated concepts. The authors have stressed that collaborative teaching stimulates the active participation and promotes social and cognitive growth.

McIod (2018) examined the performance of senior secondary students taught via the collaborative and conventional teaching approach. The researchers used achievement tests to compare the learning outcomes and discovered that learning was much better in collaborative groups, and students were more successful in figuring out crucial ideas and skills of critical thinking and analysis. Equally, McCarty, Padgham, and Bennett (2016) reviewed the difference in the achievement of Economics by gender and found that male students performed marginally better than their female counterparts. Nonetheless, learning in groups had achieved a lower difference in performance because both sexes enjoyed peer contacts and solving of issues together.

These researches have a repetitive pattern on convergence that teaching that is collaborative facilitates greater academic performance, creates engagement, and offers equal learning

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opportunities. They support the need of additional research into its impact on the performance of senior secondary school students in Economics, especially in the Enugu State.

Summary of Review of Related Literature

The conceptual framework, theoretical framework and review of empirical studies underwent different literature touching on pertinent issues upon this study. Research has shown poor performance of students in Economics. The literature reviewed has revealed that the factors which determine the success of students with regards to Economics are teaching strategies and gender. As the scholars argue, lecture technique is employed by teachers and this has contributed to poor performance by students in secondary schools. It has taken the Vygotsky theory that stipulated that important learning was achieved by the integration of fresh ideas, propositions into old ideas, propositional frameworks held by the learner and that learning was a dynamic process and thus learners should be engineered participants in teaching-learning process respectively. The literature review has indicated that most of the study works done were not done on the secondary school level of Agbani Education zone Enugu state in terms of Economics hence creating a gap. This study was done because of the identified gap that made the researcher carry it out.

3.0 RESEARCH METHOD**Design of the Study**

A quasi-experimental pretest-posttest approach was used in the course of the research. This decision was made since the study employed intact classes. To avoid interfering with the schools' operations, there was no randomisation.

Study Area

The research was conducted in Agbani Education Zone. Enugu South, Nkanu East, and Nkanu West Local Governments comprise the Agbani Education Zone. The Agbani Education Zone has forty-five (45) public secondary schools.

Study Population

1,690 SS2 students make up the study's population (Post Primary School Management, 2022). There were 877 females and 713 males. Enugu South Local Government has fourteen, The selection of SS2 students is based on the fact that they were not studying for any external test and were more likely to answer the questions according to their comprehension level. The SS2 Scheme of Work served as the basis for the instrument's subjects.

Sample and Method of Sampling

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300 SS II Economics students form the sample in the study, 135 of them were male and 165 of were female. In order to represent the gender distribution of the students as it naturally exists, intact classes were chosen. The sample size was assigned based on the percentage of men and females in order to preserve proportionality based on the gender distribution in the population. In particular, six classes were selected. The entire classes were chosen in a way that took into account the schools' natural groupings and current classroom configurations. In this research, the purposive sampling strategy was used.

Data Collection Instrument

The 40-item, multiple-choice, objective Economics Achievement Test (EAT) was used. The following topics were treated: trade unions, wage and pay determination, and labour supply and demand. Students were evaluated based on the table of specifications. The test's content validity was therefore guaranteed. All levels of cognitive domain goals were addressed by the questions. The researcher used previous WAEC question papers to create the question and items. For both the pre-test and the post-test, the same tool was used.

Validation of the Instrument

The EAT was face and content validated. The instrument's face and content authenticity were confirmed by three specialists. The researcher conducted the EAT's experimental testing. 150 SSII students taught economics in secondary schools in Enugu North Local Government Area, Enugu State, participated in a pilot test of the 60-item EAT. Since Enugu North LGA was not included in the LGA that was the subject of the research, it was selected. The EAT's item analysis was done using the feedback from this activity. Forty valid test items were found using item analysis.

Reliability of the Instrument

The internal consistency of the instrument as shown by the reliability coefficient, which was 0.95 according to Kuder Richardson formula 20.

Method of Data Collection

Students in the experimental group and control group were given the EAT, the instrument used to gather data for this research. The Economics Achievement Test (EAT) pretest was administered to both groups before to the start of therapy. The two groups received a posttest (reshuffled EAT) after the intervention. The results of the students' pretest and posttest were combined.

Data Analysis Technique

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The standard deviation and mean, as well as Analysis of Covariance (ANCOVA), were used to analyse the data. The questions were addressed using mean and standard deviation, and the null hypotheses were tested at a significance level of 0.05 using ANCOVA. By considering the pretest as a covariate, ANCOVA assisted in explaining how the pretest affected the posttest.

4.0 Results

Differences in Achievement by Teaching Method

The first research question examined how collaborative teaching affected students' achievement in Economics compared to conventional instruction. Table 1 presents the mean scores. Students exposed to collaborative teaching achieved higher post-test scores ($M = 69.12$, $SD = 4.11$) than those taught conventionally ($M = 54.89$, $SD = 5.44$). The mean gain for collaborative teaching (24.71) exceeded that of the conventional method (15.37), indicating that collaborative teaching produced greater improvement in student achievement.

Table 1: Comparison of Student Achievement by Teaching Method in Economics

Teaching Method	N	Pre-test Mean	SD	Post-test Mean	SD	Gain Mean	Observation
Collaborative	154	44.41	7.8	69.12	4.11	24.71	Greater improvement
Conventional	146	39.52	8.4	54.89	5.44	15.37	Lesser improvement

Achievement by Gender under Collaborative Teaching

The second research question explored gender differences among students taught collaboratively. As shown in Table 2, male students had a slightly higher mean gain ($M = 44.40$, $SD = 4.96$) than females ($M = 38.13$, $SD = 4.22$). This suggests that male students experienced marginally greater improvement under collaborative teaching.

Table 2: Achievement Scores of Male and Female Students under Collaborative Teaching

Gender	N	Pre-test Mean	SD	Post-test Mean	SD	Gain Mean	Observation
Male	135	21.45	7.09	65.85	4.96	44.40	Slightly higher gain

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Female	16	33.13	6.2	71.26	4.2	38.13	Slightly lower gain
	5		5		2		

Hypothesis Testing

Effect of Teaching Method

ANCOVA results (Table 3) indicated a significant effect of collaborative teaching on student achievement ($F(1, 298) = 181.95, p < .001, \eta^2 = .613$). Pre-test scores did not significantly affect post-test scores ($F(1, 298) = 0.055, p = .815$). The null hypothesis that teaching method has no effect was rejected.

Table 3: ANCOVA Results for Effect of Teaching Method on Student Achievement

Source	Type III SS	df	Mean Square	F	Sig.	Partial Eta ²
Treatment	1308.402	1	1308.402	181.95	.000	.613
Pre-test	0.397	1	0.397	0.055	.815	.000
Error	826.968	298	7.191			

Gender Differences under Collaborative Teaching

ANCOVA examining gender differences (Table 4) revealed a statistically significant effect ($F(1, 298) = 67.88, p < .001$). Male students showed higher gains than females, leading to rejection of the null hypothesis.

Table 4: ANCOVA Results for Gender Differences under Collaborative Teaching

Source	Type III SS	df	Mean Square	F	Sig.
Gender	1160.929	1	1160.929	67.88	.000
Error	1145.941	298	17.104		

5.0 DISCUSSION, CONCLUSIONS, IMPLICATIONS, AND RECOMMENDATIONS

EFFECT OF COLLABORATIVE TEACHING ON ACADEMIC ACHIEVEMENT OF SECONDARY SCHOOL STUDENTS IN ECONOMICS IN AGBANI EDUCATION ZONE, ENUGU STATE**Discussion of the Principal Findings from the Study****Effects of Collaborative Teaching Methods (collaborative teaching method) on Students' Academic Achievement in Economics**

The findings of the research showed that students who were taught economics using a collaborative approach had better mean scores and mean gains than those who were taught through a traditional approach. This result was consistent with Adebule's (2022) finding that the collaborative group outperformed the expository group by a wide margin. When learning in a mobile setting, collaborative learning styles work better than non-collaborative learning methods. The results are also consistent with those of Nkechinyere and Ordu (2018), who found that students who used collaborative learning strategies to study chemistry outperformed those who used lecture-based methods.

Effect of the collaborative teaching Method on Male and Female Economics Students' Academic Achievement

The study's conclusions showed that when economics was taught collaboratively, male students outperformed female pupils. This result was consistent with Adebule's (2022) finding that when male students were exposed to the collaborative technique, they did noticeably better than female students. The results corroborated those of Williams and Akpan (2018), who found that when male students were exposed to a collaborative approach, their mean score was greater than that of their female counterparts. The study's results corroborated those of Nkechinyere and Ordu (2018), who found that male students outperformed female students by a little margin.

Conclusion

Collaborative teaching enhances understanding and achievement in Economics. It could be concluded that teacher's use of collaborative method in instructional delivery of Economics irrespective of gender, the students whether male or female will improve in their academic achievement in Economics in secondary schools.

Recommendations

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

1. Teachers should adopt collaborative learning strategies in Economics.
2. Training workshops should promote interactive teaching methods.
3. Schools should provide resources to support group-based instruction.

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