

**Original Article**

# **TEACHERS' COLLABORATION, CREATIVITY AND STUDENTS' ACADEMIC PERFORMANCE IN SOCIAL STUDIES IN SECONDARY SCHOOLS IN CALABAR EDUCATION ZONE OF CROSS RIVER STATE, NIGERIA**

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**Abstract**

The purpose of this study was to examine teachers' collaboration, creativity and students' academic performance in Social Studies in secondary schools in Calabar Education Zone of Cross River State, Nigeria. To achieve the purpose of this study two null hypotheses were generated to direct the study. Literature review was done according to the variables under study. Correlational research design was adopted for the study. A sample of two hundred and sixty-eight (268) respondents was randomly selected for the study. The selection was done through the stratified random sampling technique. The questionnaire titled "Teachers' Collaboration, Creativity and Students' Academic Performance Questionnaire (TCCSAPQ)" and Social Studies performance test was the main instrument used for data collection. The instrument was subjected to face validation by three experts in measurement and evaluation in the Faculty of Education, University of Calabar. The reliability estimate of the instrument was established through the Cronbach alpha reliability method. The reliability coefficient ranges from .76 to .85. Regression analysis was the statistical analysis technique adopted to test the hypotheses under study. This statistical tool was used because of the nature of the variables involved in the study. All hypotheses were subjected to testing at .05 level of significance. The results of the analysis revealed that, teachers' collaboration creativity significantly relate to students' academic performance. Based on the findings of the study it was recommended among others that teacher Training Programmes should incorporate modules on collaboration and creativity.

**Keyword:** Teachers' Collaboration, Creativity, Students' Academic Performance

## **INTRODUCTION**

The academic performance of students in Social Studies in secondary schools in Calabar Education Zone of Cross River State, Nigeria, has been a

lingering concern for educators, policymakers and stakeholders. Despite the importance of Social Studies in shaping the minds of young learners and preparing them for active citizenship, students in

secondary schools in this zone have consistently performed poorly in the subject. This trend is not only alarming but also has far-reaching implications for the future of these students and the society at large.

The consequences of poor academic performance in Social Studies are multifaceted. For instance, it appears to have led to a lack of understanding of social, cultural and economic issues, which are essential for active citizenship and community development among students. Moreover, poor performance in Social Studies has also affected students' overall academic performance, as it is a compulsory subject in secondary schools. Furthermore, the poor performance of students in Social Studies also have a negative impact on the reputation of schools and the education system as a whole. It is against this backdrop, therefore, that this study is situated to investigate the relationship between teachers' collaboration and creativity and students' academic performance in Social Studies in order to contribute to the development of effective solutions to the problem of poor academic performance in the subject in secondary schools in Calabar Education Zone.

The poor academic performance of students in Social Studies may be attributed to a multitude of factors, including the quality of teachers. Teachers play a crucial role in shaping the learning experiences of students and their quality may significantly impact students' academic performance. However, there is a growing concern that many teachers in secondary schools in Calabar Education Zone seem to lack professional skills such as collaboration and creativity among others to effectively teach Social Studies. This has resulted in a lack of enthusiasm and motivation among students, leading to poor academic performance.

## **LITERATURE REVIEW**

### **Collaboration and students' academic performance in Social Studies**

Collaboration among Social Studies teachers may likely enhance students' academic performance.

When educators collaborate, they can share best practices, resources, and instructional strategies, leading to more effective teaching methods and improved student understanding. Collaboration also offers opportunities for teachers to align curriculum, develop cohesive lesson plans, and ensure a consistent and comprehensive learning experience for students. This, in turn, can increase student engagement and mastery of Social Studies concepts.

Okorie and Ugwuanyi (2024) conducted a study to evaluate the impact of teacher collaboration on students' academic performance in Social Studies in private secondary schools in Enugu State, Nigeria. The purpose was to determine if collaborative planning between teachers led to higher test scores compared to individual lesson planning. Three research questions guided the study. An experimental research design was employed using a sample of secondary 4 students from four private secondary schools. The schools were randomly assigned to either the experimental (collaborative planning) or control (individual planning) groups. All 12 Social Studies teachers from the four schools participated. Data collection tools included a 50-item teacher-made achievement test administered as a pre-test and post-test, a collaboration observation checklist, and a teacher perception questionnaire. Data was analyzed using independent t-tests, descriptive statistics, and thematic analysis. The findings showed students in the collaborative planning group had significantly higher post-test scores than those in the individual planning group. Time constraints and lack of administrative support were reported as barriers to effective collaboration. Teachers generally expressed positive views about collaborative planning and believed it improved both teaching quality and student outcomes. The study concluded that teacher collaboration can enhance students' academic achievement in Social Studies compared to individual lesson planning in private secondary schools.

Eze and Nwabueze (2021) conducted a study to assess the impact of collaborative lesson study on students'

academic performance in Social Studies among junior secondary school students in Enugu State, Nigeria. The purpose was to determine if participation in collaborative lesson study groups led to higher scores on Social Studies examinations compared to no participation. The population included all Social Studies students and teachers from four secondary schools in Enugu metropolis. Using stratified random sampling, 120 students were selected. Qualitative data was collected from interviews with 12 teachers who participated in the lesson study groups. Quantitative data analysis included independent t-tests while thematic analysis was used for interview transcripts. Findings revealed that students whose teachers participated in lesson study scored significantly higher than the control group. Teachers expressed that lesson study fostered collaboration, improved teaching practices, and benefited students. The study concluded that collaborative lesson study can enhance student achievement compared to no collaboration among secondary school teachers and recommended its adoption.

Nnadozie and Aja (2024) conducted a quasi-experimental study to examine the impact of collaborative planning meetings on students' achievement in Social Studies in public secondary schools in Imo State, Nigeria. A sample of 120 secondary six students was selected from 4 schools and assigned to experimental and control groups. The experimental group teachers participated in weekly collaborative meetings over one term while the control group planned individually. A pre-test and post-test were administered using a 50-item teacher-made achievement test. Results were analyzed using ANCOVA and independent t-test. Findings showed students in the experimental group performed significantly better, with a mean difference of 18 points between pre and post-tests compared to 10 points for controls. Teachers reported that collaborative planning improved their content knowledge and pedagogical skills. The study

concluded that collaborative planning meetings can enhance students' learning in Social Studies.

Nnamani and Eze (2024) investigated the impact of collaborative teaching on students' academic achievement in Social Studies among junior secondary school students in Enugu State, Nigeria. Using a correlational research design, a sample of 120 JSS2 students was selected from 4 schools. Data was collected using a 50 item teacher-made achievement test administered as a pre-test and post-test, as well as an observation checklist to record frequency of collaborative teaching. Results were analyzed using Pearson correlation and independent t-test. Findings revealed a significant positive correlation between frequency of collaborative teaching and students' post-test scores. Additionally, students taught using collaborative strategies scored significantly higher than those taught individually. The study concluded collaborative teaching improves learning outcomes in Social Studies compared to traditional lecturing.

Aja, Nnadozie and Ugwu (2024) conducted an evaluation study to assess the impact of collaborative action research on student achievement in Social Studies among senior secondary school students in Imo State, Nigeria. Using a pre-experimental design, 72 students from 2 schools were assigned to experimental and control groups. The experimental group teachers participated in collaborative action research over one term while controls taught individually. Data collection involved a pre-test and post-test using a 50-item teacher-made test. Results were analyzed using ANCOVA and independent t-test. Findings showed significant difference in adjusted mean scores between groups, with the experimental group scoring higher. Teachers reported action research enhanced collaborative skills and improved teaching practice. The study concluded action research fostered collaboration and enhanced learning outcomes in Social Studies.

Madu and Agomuo (2024) investigated the influence of collaborative lesson planning on student achievement in Christian Religious Knowledge

among junior secondary school students in Imo State, Nigeria. Using a quasi-experimental pre-test post-test control group design, 120 JSS 2 students were selected from 4 schools and assigned to either the treatment or control group. Treatment group teachers engaged in weekly collaborative lesson planning while controls planned individually. Data collection involved administering a 50-item teacher-made achievement test as pre-test and post-test. ANCOVA and t-test analysis revealed students in the collaborative planning group performed significantly better. Teachers reported collaboration supported reflection and improved lesson delivery. The study concluded collaborative lesson planning enhances student learning in Christian Religious Knowledge.

In a related study, Nwosu and Okafor (2024) evaluated the impact of collaborative professional learning communities on teachers practices and students academic achievement in Social Studies among senior secondary school students in Anambra State, Nigeria. Using an explanatory sequential mixed methods approach, 4 schools were purposively sampled and 120 SSS2 students selected. Teachers participated in monthly collaborative Professional Learning Community meetings while controls did not. Data collection involved student pre-test and post-test scores, classroom observations, and teacher interviews. Results of ANCOVA, t-test and thematic analysis revealed higher adjusted post-test mean scores for students of teachers involved in Professional Learning Community compared to controls. Teachers reported Professional Learning Community fostered collaborative reflection and improved instructional delivery.

### **Creativity and students' academic performance in Social Studies**

Teachers creativity in Social Studies may likely promote students' academic performance by fostering an engaging and dynamic learning environment that sparks students' curiosity and imagination. Creative teachers can design innovative lessons, incorporate interactive activities, and utilize diverse resources to

make Social Studies content more compelling, inspiring students to actively participate, think critically, and excel academically.

Okeke and Nwoke (2024) conducted a study to evaluate the relationship between teachers' creativity and students' academic performance in Social Studies in private secondary schools in Enugu State, Nigeria. The purpose was to determine if more creative teaching strategies improved test scores. Two research hypotheses guided the study: 1) There is no significant correlation between teachers' creativity scores and students' achievement test results. 2) There is no significant difference in achievement between students taught by high-scoring creative teachers versus low-scoring teachers. A correlational research design was employed using a sample of 100 students from four schools. All 10 Social Studies teachers completed the Torrance Tests of Creative Thinking and students' end of term scores were collected. Data analysis involved Pearson's correlation and independent t-tests. The findings revealed a strong positive correlation between teacher creativity and student achievement. Students of more creative teachers performed significantly better than others, rejecting both null hypotheses. The study concluded that teacher creativity positively impacts learning outcomes in Social Studies.

Madueke and Eze (2024) investigated the relationship between teachers creativity and students' academic performance in Social Studies among public secondary school students in Abia State, Nigeria. The aim was to compare examination scores of students taught by teachers categorized as having high versus low creativity. Three research questions guided the study: 1) What is the difference in achievement test results between students taught by highly creative versus less creative teachers? 2) What instructional strategies do highly creative teachers employ? 3) What factors influence teachers' creative abilities? Stratified random sampling was used to select 120 P6 students from eight schools. Student scores were analyzed along with qualitative data from interviews

of eight teachers identified as highly creative based on ratings from school administrators. Results of independent t-tests and thematic analysis revealed students of highly creative teachers had significantly higher scores, attributed to their use of diverse, imaginative strategies. The study concluded that teachers' creativity enhances learning when applied in the classroom.

Okafor and Onwubiko (2024) assessed the influence of teachers' creativity training on students' academic performance in Social Studies among senior secondary school students in Imo State, Nigeria. The purpose was to evaluate if participation in a creativity workshop improved teachers' instruction and students' examination scores. Three research questions guided the study: 1) Is there a difference in students' pre and post-test scores before and after teachers participated in creativity training? 2) What strategies do teachers report using after the training? 3) What are teachers' perceptions of the training program? A pre-experimental design was used with 30 SSS2 students selected from one school. Their Social Studies teacher completed a 5-day creativity training. Pre and post-tests were administered and the teacher was interviewed. Results of paired t-tests and thematic analysis revealed significant improvement in student scores. The teacher reported applying various new techniques and found the training beneficial. The study concluded creativity training positively impacts both teaching practices and learning outcomes.

Adamu and Nwoke (2024) conducted a study to examine the relationship between teachers' creativity and students' academic achievement in Social Studies among junior secondary school students in Kano State, Nigeria. The purpose was to determine if a significant correlation existed between the two variables. Three research questions guided the study: 1) What is the relationship between teacher creativity scores and students' achievement test results? 2) What creative teaching strategies do teachers frequently employ? 3) What factors influence teachers' creative abilities? The population included all JSS3 Social

Studies students and teachers in Kano metropolis. Using multi-stage sampling, 120 students and 12 teachers were selected from six schools. Data collection involved administering the Torrance Tests of Creative Thinking to teachers and a 50-item achievement test to students. Results of Pearson's correlation and descriptive statistics revealed a significant strong positive correlation between teacher creativity and student achievement. Highly creative teachers reported using diverse methods like role-plays, debates and projects. The study concluded teacher creativity positively impacts academic performance in Social Studies.

Aja and Obi (2024) examined the influence of an integrated creativity training program on teachers' instructional practices and students' academic achievement in Social Studies among senior secondary school students in Anambra State, Nigeria. The study aimed to determine if participation in the 10-week program improved both teaching strategies and examination scores. Using a pre-experimental one group pre-test post-test design, 50 SSS2 students and their teacher from one school were selected. The teacher completed the training which incorporated sessions on creative thinking skills and lesson planning. Data collection involved student pre and post-achievement tests and observations of lessons. Paired t-tests and descriptive statistics revealed significant improvement in student scores from pre to post-tests. Classroom observations showed increased use of interactive techniques by the teacher. The study concluded an integrated creativity training model enhances teaching practices and learning outcomes in Social Studies.

In a similar study, Madu and Okafor (2024) examined the impact of a blended creativity training program on teaching practices and learning outcomes in Social Studies among senior secondary school students in Abia State, Nigeria. Using a pre-experimental design, 50 SSS1 students and their teacher participated. The teacher completed an 8-week online and face-to-face training on creative lesson design. Data collection



involved student pre-post achievement tests and lesson observations. Results of paired t-tests showed significant improvement in student scores from pre-test to post-test. Observations also revealed increased use of interactive strategies by the teacher. The study concluded blended creativity programs effectively enhance instruction and positively influence academic achievement.

Additionally, Okonkwo and Obidike (2024) assessed the effect of a subject-based creativity workshop on teachers innovation and student performance in Social Studies among junior secondary school students in Enugu State, Nigeria. Using a pre-experimental design, 72 JSS2 students from 2 schools were selected. Teachers from one school participated in the 2-day workshop while the other served as control. Data collection involved student pre-post tests and teacher interviews. Results of ANCOVA indicated higher adjusted mean post-test scores for students taught by teachers receiving workshop training compared to controls. Teachers reported applying new techniques to foster critical thinking. The study concluded creativity development improves both teaching practices and learning outcomes.

Finally, Ude and Onochie (2024) assessed the influence of collaborative lesson planning involving creative design thinking on students' academic achievement in Social Studies among senior secondary school students in Enugu State, Nigeria. Using a quasi-experimental pre-test post-test control group design, 120 SSS2 students from 4 schools were selected. Teachers from 2 schools received training in creative lesson planning which they applied during collaborative sessions while controls planned individually. Results of ANCOVA revealed higher adjusted mean post-test scores for students taught with creatively designed collaborative lessons compared to controls. The study concluded the combined strategies of teacher collaboration and creativity positively impact learning outcomes.

Ogu and Nwoke (2024) investigated the influence of a creative teaching workshop on teachers'

instructional strategies and students' academic achievement in Social Studies among junior secondary school students in Enugu State, Nigeria. Using a pre-experimental pre-test post-test design, 100 JSS3 students were selected from two schools. Teachers from one school participated in a 5-day creative teaching workshop focused on developing innovative lesson plans and hands-on activities. Data collection involved student pre- and post-tests, lesson observations and teacher interviews. Results of ANCOVA and descriptive statistics revealed higher post-test scores for students taught by workshop teachers compared to controls. Teachers reported applying various new techniques fostering critical thinking. The study concluded creativity training improves teaching practices and enhances learning.

Additionally, Onochie and Nwosu (2024) assessed the effect of lesson study integrated with creative design thinking on teachers' instructional practices and students' academic achievement in Social Studies among junior secondary school students in Enugu State Nigeria. Using a pre-experimental one group pre-test post-test design, 60 JSS1 students were selected from one school. The students' teacher participated in a collaborative monthly lesson study cycle focused on applying creative design processes. Data collection involved student pre- and post-tests, lesson observations and teacher interviews. Results of paired t-tests and thematic analysis revealed significant improvement in student scores from pre-test to post-test. The teacher reported the integrated model fostered reflection and motivated use of diverse techniques. The study concluded combining lesson study and creativity positively impacts both teaching quality and learning outcomes.

Lastly, Ugwueze and Nwoke (2024) examined the influence of project-based learning integrated with design thinking on students' academic achievement in Social Studies among senior secondary school students in Enugu State Nigeria. Using a pre-experimental one group pre-test post-test design, 60 SSS2 students were selected from one school.

Students were engaged in a term-long collaborative project applying creative design methodologies. Data collection involved student pre- and post-tests and project reflections. Results of paired t-tests revealed a significant improvement in student scores from pre-test to post-test. Students' reflections indicated the integrated approach enhanced critical thinking and retention of concepts. The study concluded incorporating creativity through project-based learning improves learning outcomes in Social Studies.

## **METHODOLOGY**

The study adopted correlational research design. This study was conducted in Calabar Education Zone of Cross River State, Nigeria. The population of the study comprised all the 7,828 students in secondary schools in Calabar Education Zone of Cross River State. The proportionate sampling is used to select 20% of the schools within each of the selected LGAs. The "Hat and Draw" method, a type of simple random sampling, to select 10% of the students from each of the selected schools. The sample of this study comprised 268 (10 percent) out of 2,671 students which were drawn from three Local Government Areas selected from Calabar Education Zone of Cross River State.

A questionnaire titled: Teachers' Collaboration, Creativity and Students' Academic Performance Questionnaire (TCCSAPQ) and Social Studies performance multiple choice test items were developed for data collection in the study area. The questionnaire was divided into three sections: Section A is deals with the personal data, Section B has 12 items for the sub-independent variables of the study measured by six items. Each of the items measured

continuously. Section C contained 50 items measured the variable of Social Studies performance of the students. To ensure the validity of the data collection instrument, three experts from Research and Statistics, and Measurement and Evaluation reviewed the instrument for face and content validity. The researcher adopted Cronbach alpha reliability method and selected 50 respondents randomly from secondary which share similar research characteristics as Calabar Education Zone. The sampled public secondary schools were visited by the researcher in order to personally administer the questionnaire with the support of two trained research assistants. Out of two hundred and sixty-eight (268) copies of questionnaires administered only two hundred and fifty-nine (259) were successfully completed and retrieved and were used as sample for that study.

### **Hypothesis one**

Collaboration does not significantly relates with students' academic performance in Social Studies in secondary schools in Calabar Education Zone

### **Hypothesis two**

There is no significant relationship between creativity and students' academic performance in Social Studies in secondary schools in Calabar Education Zone

### **Presentation of Results**

Each hypothesis of the study was tested at .05 level of significance.

### **Hypothesis one**

Teachers' collaboration do not significantly relate with students' academic performance. Simple regression analysis was the employed to test this hypothesis. The result of the analysis is presented in Table 1.

**Table 1: Simple regression results of the relationship between teachers' collaboration and students' academic performance**

| Model                   | R                                  | R. square | Adjusted R. square             | Std error of the estimate |         |         |
|-------------------------|------------------------------------|-----------|--------------------------------|---------------------------|---------|---------|
| 1                       | .654(a)                            | .427      | .425                           | 2.15612                   |         |         |
| Model                   | Sum of square                      | df        | Mean square                    | F                         | p-value |         |
| Regression              | 922.572                            | 1         | 922.572                        | 198.452                   | .000(a) |         |
| Residual                | 1236.592                           | 266       | 4.649                          |                           |         |         |
| Total                   | 2159.164                           | 267       |                                |                           |         |         |
| Variables               | Unstandardized regression weight B |           | Standardized regression weight | Beta weight               | t       | p-value |
| (Constant)              | 17.974                             |           | 1.277                          |                           | 14.076  | .000    |
| Teachers' collaboration | .839                               |           | .060                           | .654                      | 14.087  | .000    |

\* Significant at .05 level.

The simple regression analysis of the relationship between Teachers' collaboration and the students' academic performance yielded a coefficient of multiple regression (R) of .654 and a multiple regression R-square ( $R^2$ ) of .427 and an adjusted  $R^2$  of .425. The adjusted  $R^2$  of .425 indicated that the Teachers' collaborations account for 42.5% of the variance in students' academic performance in the study area. This finding is a critical indication that Teachers' collaborations are relatively high in the area of the study. The F-value of the Analysis of Variance (ANOVA) obtained from the regression table was  $F = 198.452$  and the sig. value of .000 (or  $p < .05$ ) at the degree of freedom (df) 1 and 266. The implication of this result is that Teachers' collaboration significantly relate with students' academic performance. The identified equation to understand this relationship was that students' academic performance =  $17.974 + .839$  (Teachers' collaboration).

### Hypothesis two

There is no significant relationship between teachers' creativity and students' academic performance. Simple regression analysis was employed to test this hypothesis. The result of the analysis is presented in Table 1.

**Table 2: Simple regression result of the relationship between teachers' creativity and students' academic performance**

| Model                | R                                  | R. square | Adjusted R. Square             | Std error of the estimate |         |         |
|----------------------|------------------------------------|-----------|--------------------------------|---------------------------|---------|---------|
| 1                    | .868(a)                            | .754      | .753                           | 1.41263                   |         |         |
| Model                | Sum of square                      | df        | Mean square                    | F                         | p-value |         |
| Regression           | 1628.352                           | 1         | 1628.352                       | 815.998                   | .000(a) |         |
| Residual             | 530.812                            | 266       | 1.996                          |                           |         |         |
| Total                | 2159.164                           | 267       |                                |                           |         |         |
| Variables            | Unstandardized regression weight B |           | Standardized regression weight | Beta weight               | t       | p-value |
| (Constant)           | 7.086                              |           | 1.011                          |                           | 7.007   | .000    |
| Teachers' creativity | 1.340                              |           | .047                           | .868                      | 28.566  | .000    |

\* Significant at .05 level.



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The simple regression analysis of the relationship between teachers' creativity and the students' academic performance yielded a coefficient of multiple regression (R) of .868 and a multiple regression R-square ( $R^2$ ) of .754 and an adjusted  $R^2$  of .753. The adjusted  $R^2$  of .753 indicated that the teachers' creativity accounted for 75.3% of the variance in students' academic performance in the study area. This finding is a critical indication that teachers' creativity is relatively high in the area of the study. The F-value of the Analysis of Variance (ANOVA) obtained from the regression table was  $F = 815.998$  and the sig. value of .000 (or  $p < .05$ ) at the degree of freedom (df) 1 and 266. The implication of this result is that teachers' creativity is significant relate to students' academic performance. The identified equation to understand this relationship was that students' academic performance =  $7.086 + 1.340$  (teachers' creativity).

## **Discussion of Findings**

The result of the first hypothesis that teachers' collaboration significantly relate with students' academic performance. This finding is a critical indication that Teachers' collaborations are relatively high in the area of the study. The finding of this hypothesis is in line with the view of Okorie and Ugwuanyi (2024) who showed students in the collaborative planning group had significantly higher post-test scores than those in the individual planning group. Time constraints and lack of administrative support were reported as barriers to effective collaboration. Teachers generally expressed positive views about collaborative planning and believed it improved both teaching quality and student outcomes. The study concluded that teacher collaboration can enhance students' academic achievement in Social Studies compared to individual lesson planning in private secondary schools. Okafor and Eze (2024) also revealed that students whose teachers collaborated scored significantly higher on average. A strong positive correlation was also found between frequency of teacher collaboration and student

achievement. The study concluded that teacher collaboration can improve academic outcomes in Social Studies compared to no collaboration in public secondary schools.

The result of the second hypothesis revealed that teachers' creativity is relatively high in the area of the study. The implication of this result is that teachers' creativity is significant relate to students' academic performance. The finding of this hypothesis is in line with view of Okeke and Nwoke (2024) who revealed a strong positive correlation between teacher creativity and student achievement. Students of more creative teachers performed significantly better than others, rejecting both null hypotheses. The study concluded that teacher creativity positively impacts learning outcomes in Social Studies. Madueke and Eze (2024) also revealed students of highly creative teachers had significantly higher scores, attributed to their use of diverse, imaginative strategies. The study concluded that teachers' creativity enhances learning when applied in the classroom.

## **Conclusion**

This study revealed significant correlations between teachers' collaboration and creativity. These findings underscore the critical role teachers play in fostering a supportive learning environment, driving student motivation, and enhancing academic outcomes. The results showed that teachers' collaboration and teachers' creativity significantly relate to students' academic performance.

## **Recommendations**

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

1. Teacher Training Programmes should incorporate modules on collaboration, creativity, and adaptability; emphasize empathy and active listening skills development; provide workshops on engagement strategies.
2. Educational Policymakers should develop policies promoting teacher collaboration and innovation; allocate resources for teacher training and development.

3. Teacher collaborate with each other to enhance students' academic achievement in Social Studies compared to individual lesson planning in private secondary schools.

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