

**COLLABORATIVE LEARNING STRATEGY AND SENIOR SECONDARY SCHOOL STUDENTS' PERFORMANCE IN ESSAY WRITING IN IDAH EDUCATION ZONE, KOGI STATE**

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**ABSTRACT**

*The purpose of this research work was to investigate Collaborative Learning Strategy (CLS) and Writing Skills performance of Senior Secondary School Students in Idah Education Zone of Kogi State, Nigeria. Pre-test, post-test non-equivalent quasi experimental, non-randomised control group design was utilised. Two research questions and two hypotheses guided the study. A sample size of eighty (80) SSII students made up of thirty eight (38) males and forty two (42) female, from all the intact classes in the two secondary schools was used for this study.. The pre-test was administered to both groups before treatment commenced and after four weeks of treatment, the same instrument was administered as post-test. The data collected were used to answer research questions and to test the null hypotheses. The research questions were answered using mean and standard deviation while the hypotheses were tested using Analysis of Co-variance (ANCOVA) at 0.05 level of significance. The result indicated that Collaborative Learning Strategy had significant effect on students' performance in essay writing skills; but there was no significant difference in the mean achievement of male and female students taught using CLS. It was therefore recommended among others that: Collaborative Learning Strategy should be adopted in the teaching and learning of essay writing in senior secondary schools in Nigeria. Also, both male and female students should be exposed to CLS.*

**KEYWORDS:** *Collaborative Learning Strategy, Writing Skills, Gender, Vygotsky's Social Constructivist Learning Theory.*

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