



EFFECTS OF COOPERATIVE LEARNING STRATEGY ON STUDENTS' ACADEMIC ACHIEVEMENT IN HISTORY AND GOVERNMENT IN CO-EDUCATIONAL SECONDARY SCHOOLS IN BARINGO CENTRAL SUB-COUNTY, KENYA

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ABSTRACT

History and Government is an important subject in the Kenyan curriculum as it has social, economic and political impact in our lives. Despite its importance, students' mean score for History and Government in KCSE nationally and in Baringo central sub county from the year 2016- 2019 is well below 50%. Performance by gender favors boys as has been noted over the years. Quasi-experimental research design, specifically Solomon-Four Non-Equivalent Control Group Research Design was used. The target population comprised of secondary school students in Baringo central sub county while the accessible population was Form Two students in co-educational sub-county public secondary schools in Baringo central sub-county was 1014 students. Purposive sampling was used to obtain a sample of four Co-educational sub-county public Secondary Schools. Each school provided one Form Two class for the study hence a sample size of 158 students. The instruments used in the study were History and Government Student Achievement Test (HGSAT) and History and Government Motivation Questionnaire (HGMQ). All instruments were pilot-tested in secondary schools within Baringo central sub-county but in a division that was not be included in the study with but similar characteristics as the sampled schools. Using KR-21 formulae, HGSAT yielded a reliability coefficient of 0.871 while using the cronbach alpha, HGMQ yielded 0.716 which were above the recommended threshold of 0.7. Data were analysed using t-test, ANOVA and ANCOVA. The findings indicated that CLS was not gender discriminative since it enhanced both students' academic achievement in History and Government regardless of their gender. This study therefore recommends that History and Government teachers should blend the use of Cooperative Learning Strategy together with conventional teaching methods and TSC to in-service secondary school teachers on the use of CLS.

Keywords: Cooperative Learning Strategy, Students' Academic Achievement, Co-Educational Secondary Schools.

INTRODUCTION

History and Government is an important subject in the Kenyan secondary school curriculum as it has social, economic and political impact in people's lives. According to Nasibu (2016), the study of the subject helps to understand what happened in the past and what is currently happening in the present society, thus giving room to plan for a better future. It is only through historical reflections that one can develop a particular view of the world and appreciate their own views and the views of others (Talin, 2014).

History and Government aims to expose learners to issues that bind and weld society together such as the spirit of togetherness and interdependence among people of Kenya (Rono & Rono, 2016). The subject, therefore, assists people to recognize the relationship between the events of today and the world of tomorrow. It further aims to promote an understanding of the social, economic and political organizations and development of Kenya and other parts of the world (Coltham, 2017).

In England and Australia, student academic performance in History is poor with a majority of students scoring below 50% in national examinations and as a result very few students' choose history beyond the age of 14, many opting out of the subject after that age (Gipps, 2018). Students considered history as a boring subject because its syllabus is very wide and teachers are forced to use teacher centred methods like lecture methods to facilitate its wide coverage.

According to Rakia (2016), students' conclusion that history is a useless subject is enhanced by their realization of the fact that, sciences receive more attention both from school administrators and the ministries of education. There is an argument that many schools, pupils and parents advance that, the learning of science and mathematics results in the growth of skills which have a direct bearing in life and as a result they prefer sciences to arts subjects like History. In countries such as the United States, students' choose History beyond the age of 14, many opting out of the subject due to poor teaching methods used by History teachers (Faupel, 2017). The study by Faupel (2017) posits that the choice of a teaching strategy directly affects students' achievement and motivation.

According to West African Examination Council (2018), students' academic achievement in History is below average in many western African countries like Congo, Nigeria and Mali. Among the possible contributors to this persistent poor performance in History may include use of ineffective teaching strategies by History teachers (Osokoya, 2019). Osokoya further argues that the choice of a teaching strategy can positively or negatively affect students' achievement and motivation in the subject. Students' enrolment in the subject over the years has been rising, however, the performance has never reached a mean score of 50 %.

A study by Osoro (2016) revealed that the History syllabus is very wide thus making it difficult for students to master all the content. He further argues that, students are not able to see the connection between History topics being taught with real life situations and happenings. Borg (2018) found that conventional teaching methods like lecture method has shown to be one of the most unpopular and ineffective methods when it comes to content delivery as it causes intellectual passivity of listeners because it offers limited opportunity for creativity and critical thinking.

In the Kenyan case, History and Government curriculum was formulated and developed by K.I.E in 1963 and it's an integral part of the Secondary School Curriculum. History was integrated with political science to form new subject called History and Government (KIE, 2002). The discipline as it is currently, covers two areas: History concepts and Government concepts. History syllabus has gone through regular reviews over the years. It was made an elective subject from 1992 where students were given the opportunity to drop or choose it in Form Two (Muriuki, 2019). It nonetheless remains a core course in Forms One and Two.

To respond to the changing societal and individual needs, the History syllabus has gone through periodic reviews. For instance, in the year 2010, changes were made to reflect emerging issues on governance that has taken place in Kenya and other parts of the world

(KICD, 2016). The element of devolution has been captured in the new History and Government syllabus hence students are well informed on governance system in Kenya and other countries like USA, Uganda, Ethiopia, Somalia and Nigeria with devolved governance structure.

Despite, History and Government being one of the most important discipline in the Kenyan secondary school curriculum, students' academic achievement in the subject is still below average as attested by the reports from Kenya National Examinations Council results (KNEC, 2019) as shown in Table 1:

Table 1: KCSE History and Government performance for the last four years

Year	2016	2017	2018	2019
Candidature	394,086	421,311	458, 230	541,200
Mean score %	43.72	41.25	41.01	40.06

Source: (KNEC Examination report 2016, 2017, 2018 &2019)

The results on Table 1 shows that students' achievement in History and Government nationally has continually declined over the years. The highest overall score was 43.72 in the year 2016 and the least score being 40.06 recorded in the year 2019. In Kenya, secondary school History and Government examinations usually test students' understanding of facts, concepts and general principles in History and Government (KNEC, 2016).

The persistent poor performance in the subject may suggest that appropriate and effective strategies of teaching History and Government has not been realised (Oppong, 2016). The students' underperformance is an indicator that they do not possess requisite knowledge of the subject.

History and Government is one of the important subjects in the fields of social sciences, the country will not be able to produce sufficient number of anthropologist, researchers, Lawyers, History teachers, and administrators to meet the demand of the country's national development (Chabala, 2017). This implies that national development cannot be achieved unless the necessary historical knowledge is put in place, which in itself pre-supposes an adequate system of education. Wenslinsky (2017) reasons that high academic achievement goes together with classroom practices of the teacher. The way a teacher delivers the instructional process affects students' values, interest and behaviour to learn any subject. Huber (2017) proposed that quantitative and qualitative research studies be carried out to investigate students' preferences for teaching methods.

Kizlik (2019) argued that many Kenyan classrooms are dominated by less effective teacher centred methods where teachers take full control of the learning process and the students are given little room to give their input. Teachers' also regard students as having a hole in their brains that needs to be filled with information. As a result of this, the learning process is characterized by transmission and memorization of facts given by the teacher as opposed to having a clear understanding of what is being taught (Johnson & Johnson, 2016). The most

commonly used Conventional teaching methods in teaching History and Government in Kenya include; Lectures, Drill and practice, Discussion, Demonstration Question and answer method.

Gender differences in the performance of History and Government in favour of the male child has also been noted over the years in KCSE as shown on table 2

Table 2: KCSE Performance by gender in History and Government from the year 2015 to 2019 in Baringo central sub-county.

Year	male <i>No.sat</i>	Mean score%	Female <i>No.sat</i>	Mean score%
2015	279,289	42.69	243,581	43.79
2016	300,995	43.67	273,130	44.69
2017	315,630	38.77	296,332	42.79
2018	338,628	39.67	321,576	42.69
2019	247,673	38.69	236,082	40.02

Source: (KNEC Examination report 2015, 2016, 2017, 2018 &2019)

The results on Table 2 show that indicates that the performance of girls is poorer than that of boys. The achievement of both boys and girls over the five year period was generally poor. In the year 2015, female and male candidates mean percentage were 42.69% and 43.79% respectively. In 2016, female candidates had a mean percentage of 43.67 % while their male counterparts had 44.69 while in the year 2017, it was 38.77 % (girls) and 42.79 %(boys) respectively. Also in the year in 2018, the male did better than girls, the female candidates had a mean percentage of 39.67 % while their male counterparts had 42.69 %. Similar trend was also witnessed in the year 2019 where the male had a mean percentage of 40.02 % while the female counterparts had 38.69 %. KNEC (2018) report revealed that male candidates continue to perform better than female candidates in History.

Due to poor teaching methods, one other method that has been found to give better results is Cooperative Learning Strategy. Curzon (2016) argues that teaching strategies like Cooperative Learning Strategy can influence students' achievement and motivation more positively than conventional teaching methods. Previous research has shown that use of Cooperative Learning Strategy yields a positive effect in students' academic achievement and motivation.

This study was motivated by the assumption that Cooperative Learning Strategy could be used to improve students' academic achievement and motivation to learn History and Government. A study by Hui-chuan liao (2016) on the effects of Cooperative Learning Strategy on students' motivation to learn History in China, showed that students taught History through Cooperative Learning Strategy had high motivation in the subject than those taught History through conventional teaching methods. This therefore implies that Cooperative Learning Strategy is effective in motivating students to study History and Government as worth implementing its use in History and Government classroom.

A study by Quinn (2016) on the effects of Cooperative Learning Strategy on students' achievement in History among secondary school boys and girls in Nigeria, showed that there was no statistically significant difference in students' achievement in History between boys and girls when taught through Cooperative Learning Strategy and those taught through

conventional teaching method. It can therefore be concluded that when exposed to treatment, gender is not a factor in determining students' academic achievement, hence Cooperative Learning Strategy is not gender discriminative. The author however noted that the mean score of the boys was slightly higher than that of the girls. This therefore means that Cooperative Learning Strategy was effective in reducing the gender differences therefore worth embracing by secondary school History and Government teachers.

Another study by Wachanga (2002) on the effects of cooperative class experiment teaching method on secondary school students' achievement and motivation in chemistry in Njoro, showed that instructions based on Cooperative Learning Strategy caused a significantly better students motivation and high achievement than the Conventional teaching methods. The study provided evidence to the effects that Cooperative Learning Strategy enhances secondary school students' achievement and motivation in Chemistry. This therefore implies that Cooperative Learning Strategy can improve students' academic achievement and motivation in other subjects like History and Government hence teachers should embrace its use to better students achievement and Motivation.

One of the justification for using Cooperative learning strategy is that it is more effective and productive compared to conventional teaching methods. Cooperative learning is not all about arranging students into groups but more of structuring positive independence. Under this strategy, students make the most of one another ideas and skills e.g. students share information and ideas while they critique. While having the discussion, the teacher facilitates what they are doing thus making the approach learner centred. At the end of the lesson, the teacher carries out evaluation and where a group succeeds, everyone in the group is part of the success (Ross & Smyth, 2016).

It also involves structuring individual accountability where every member in the group has a role to play for the success of the whole group. During cooperative learning lessons, students acquire social skills and as the interaction increases, the students develop a sense of responsibility and social solidarity. In cooperative learning, low achieving students can freely share their contributions to a group thus giving the room to learn from each other hence promoting more understanding of ideas fun.

There is limited documented evidence on the effects of using Cooperative Learning Strategy on students' academic achievement and motivation in History and Government in Baringo Central Sub-County. This study therefore, focused on investigating the effects of Cooperative Learning Strategy on students' achievement and motivation in History and Government in co-educational secondary schools in Baringo central sub county.

PURPOSE OF THE STUDY

The purpose of this study was to investigate the effects of Cooperative Learning Strategy on students' academic achievement in History and Government in co-educational secondary schools in Baringo central sub county.

OBJECTIVES OF THE STUDY

This study was guided by the following objective:

- i. To find out whether there is any gender difference in students' academic achievement when taught History and Government through Cooperative Learning Strategy

HYPOTHESIS OF THE STUDY

In order to achieve the objectives of the study, the following null hypotheses were tested at a significance level of 0.05

H₀₁: There is no statistically significant gender difference in students' academic achievement in History and Government when taught through Cooperative Learning Strategy.

LITERATURE REVIEW

Importance of History in society

History and Government as a subject has a direct impact on our everyday lives and development of the society. It has a social, economic and political impact on our lives. History and Government helps us refer what happened in the past and compare it with current happening in the society thus enabling us determine the changes that have taken place and plans to do better in the future (Mays, 2016). Its study also helps us to understand the time when historical events happened e.g. we learn that the Mau Mau uprising started in 1948. We also know that Kenya became independent in 1963. Heywood (2017) contends that history repeats itself. Therefore it is important to be familiar with what took place years back and work on areas of weakness thus avoiding going the same direction in the future. For example, how a case was solved in the past can be an important eye-opener to how a case can be solved today. Also by learning how human beings adapted to their environment in the past, it is possible to understand and manage a prevailing situation.

In Europe, History was taught with the main aim of promoting good morals among its citizens through the study of the laws of Alfred the Great (Chin, 2016). History and Government helps creates a sense of identity as students get informed on how they came into existence and where they came from thus able to trace their origin and associate themselves with it (Lincoln, 2016). It is important to know our origin as it helps shape our future by learning from the strengths and weakness of our elders thus able to prepare for a better future (Coltham, 2017). History and Government helps to understand the events that took place in the past thus educate the future generations about what took place and people who came before them and the contributions they brought to the world (Nyagah, 2017).

It helps to understand the need of a Government in any country e.g. to ensure social, economic and political development in the country. Every government is mandated to improve the livelihood of its citizens through building of roads, schools, hospitals and promotion of good governance to its citizens (Dance, 2017). Citizens are given the chance to elect their own leaders whom they have faith in thus able to promote development and accountability. The study of the subject, helps instil a sense of being a responsible citizens through participating in democratic activities such as elections referenda (Chaffer, 2016). History and Government promotes national unity by exposing the students to pillars of a society e.g. love, peace and unity which guide them. It helps inspire patriotism and nationalism among citizens as they learn about the history of their country. History and Government promotes the spirit of patriotism and nationalism among its citizens as it teaches them to love their country and be ready to defend it all the time (Jacinta, 2017).

The study of History and Government helps learners to understand how the Government raises its revenue through collection of taxes, borrowing loans and grants and how it uses its revenue for payment of wages and salaries, maintenance of infrastructure, debt servicing and contribution to international organizations. It also helps to understand how laws are made in the country (Muma, 2018). We get to understand the stages followed during law making in

Kenya e.g. debate over contentious issues, collection of public views, drafting of the constitution, referendum, enacting the constitution and promulgation of the same. This helps us to respect our constitution and follow it to the letter and if need to amend it, the right procedure should be followed (Nasibu, 2016). History and Government helps develop a deeper understanding of our own culture and that of others through exposure to cultures of different communities (Chin, 2016). History and Government helps the students acquire wisdom and values of the past through exposition to peoples' discoveries, inventions, principles, laws and morals thus encouraging high deeds and discoveries between the students (Tillyard, 2016).

It also helps us understand our roles and responsibilities as Kenyan citizens e.g. making positive contributions that helps in development of a country through hard and honest work, fighting corruption and taking into considerations the welfare of others. History and Government helps us to develop good relationship with others nations of the world thus having a better world. It also teaches on the need to tolerate each other and live in harmony despite coming from 42 different ethnic communities.

History and Government also influences career choices as it leads to various professions e.g. Law, a good teacher of History, a social worker, diplomacy and a public administration. Lewis (2016) postulates that studying History and Government helps us to be familiar with different arms of government and their functions. e.g. legislature (makes the laws of the county), executive (implements the laws) and judiciary (ensures that the law is followed).

The methods of teaching History and Government in Kenya do not differ widely from the methods used in the teaching other subjects. The methods of teaching are divided into two groups namely; teacher-centred and child-centred methods respectively. In teacher-centred methods, the teacher is more active than the children, while in child-centred, the children are more active than the teacher (Castle, 2016). History and Government just like other subjects, requires a teacher to prepare appropriately so as to deliver content in a way that could encourage good of the content leading to improved performance. Kizlik (2019) argued that many Kenyan classrooms are dominated by less effective teacher centred methods such as lecture method where teachers regard students as having a hole in their brains that needs to be filled with information. As a result of this, the learning process is characterized by transmission and memorization of facts given by the teacher as opposed to having a clear understanding of what is being taught (Johnson & Johnson, 2016). This makes the content boring and demotivating, thus affecting students' achievement and motivation to learn the subject.

Influence of conventional teaching methods on;

(a) Student achievement

Achievement refers to a person's success attained through effort and skill which can be assessed by means of a testing instrument (Ames, 2016). Students' achievement in History and Government nationally has continually decreased over the years. The highest overall score was 43.72 in the year 2016 and the least score being 40.06 recorded in the year 2019 (KCSE, 2019). In Baringo Central sub-county where this study was carried out, students' performance in History and Government is also poor. The highest overall score was 38.45 in the year 2016 and the least score being 34.36 recorded in the year 2017 (KNEC, 2017). There is need to investigate the reasons behind the dismal performance in the subject and suggest means of improving the results. It is also of great concern to note that students' enrolment in History and Government nationally and in Baringo central sub-county has been increasing yearly.

Kizlik (2019) argued that use of conventional teaching methods such as lecture method where teachers regard students as having a hole in their brains that needs to be filled with information are commonly used. As a result of this, the learning process is characterized by transmission and memorization of facts given by the teacher as opposed to having a clear understanding of concepts taught. (Johnson & Johnson, 2016). This makes the content boring and demotivating, thus affecting students' achievement and motivation to learn the subject. The use of discussion method may lead to a domineering attitude by some students thus affecting the motivation of some to learners. Some students may also hide under the umbrella of discussion just to push time (kizlik, 2019).

The use of the lecture teaching method negatively influenced students' performance, thus supporting the argument that a method such as this, where it is focused on one-way communication (teacher to students) with little or no active learner participation needs to be changed. The strategy may not be appropriate for students because it is difficult to maintain their interest and concentration, so making learning. Guided discussion may also be time consuming especially if all students in a group participate actively. Under conventional teaching methods, the teaching and learning of the subject puts more emphasis on cognitive knowledge where students are expected to read their notes and produce what they have read in examinations (Shiroya, 2017). This has led to a negative attitude towards the subject as students are not seeing any relationship between what they are learning and real life issues and problems like corruption, tribalism and democracy.

A steady decline in academic achievement in History and Government is a deep concern to many thus the need to come up with the best strategies to address the problem (MOE, 2017). KNEC (2018) reports that, there is need for proper teaching of History and Government in secondary schools so that students' achievement can improve. This would make the candidates admission into History and Government related courses easy. Teaching methods being used needs to be improved and appropriate teaching strategies employed. Therefore, employing proper strategies of teaching History and Government is very necessary to enhance students' achievement and motivation towards the subject. The methods of teaching History and Government in Kenya do not differ widely from the methods used in the teaching other subjects. History and Government just like other subjects, requires a teacher to prepare appropriately so as to deliver content in a way that could encourage good understanding of the content by the student's hence good performance.

Curzon (2016) argues that teaching strategies like problem based learning, Cooperative Learning Strategy and guided instruction can influence students' achievement and motivation more positively than others. Cooperative Learning Strategy is one of the most recommended strategies that can be used to improve student achievement in any classroom (Bredehoft, 2019). A research has shown that cooperative learning strategies can be utilized to promote deeper understanding of the subject content. Educators can use various aspects of cooperative learning along with their instructional techniques to enhance learning in a classroom thus better results in higher student achievement (Edwards, 2016).

(b) Student achievement by gender

Gender refers to the social meanings associated with being a male or a female, including the construction of identities, expectations, behaviour, power and relationship that derive from social interactions (Iwuchukwu, 2018). KNEC (2019) reveals that male candidates performed better in History than female candidates for the last four years in KCSE examinations. In 2014, female candidates had a mean percentage of 39.67 % while their male counterparts had 42.69

%. In the year 2015, female and male candidates mean percentage were 42.69% and 43.79% respectively. In 2016, female candidates had a mean percentage of 43.67 % while their male counterparts had 44.69 while in the year 2017, it was 38.77 % (girls) and 42.79 % (boys) respectively. Also in the year in 2018, the male did better than girls, the female candidates had a mean percentage of 39.67 % while their male counterparts had 42.69 %. Similar trend was also witnessed in the year 2019 where the male had a mean percentage of 40.02 % while the female counterparts had 38.69 %. KNEC (2018) report revealed that male candidates continue to perform better than female candidates in History. KNEC however does not account for this difference. Such disparities may likely be caused by differences in teaching methodology, motivation and attitude among many other factors. Conventional teaching methods have disadvantaged one gender over the other as Boys have been performing better than girls in History and Government in KCSE over the years.

On average, the performance of girls' on verbal fluency and reading is higher than that of boys while boys on the other hand rate higher on arithmetic activities, problem solving issues and physical abilities (Castello, 2016). The author further argues that girls do not answer questions as quickly as boys not because they do not know the answers, but because their socialization does not allow them to take the risk of being wrong. Boys on average tend to take an active role in a class discussion sometimes even if not called upon, or even if they do not know as much about the topics as others in the class (Sadker, 2016). When working on a project in a small group, boys have the habit of ignore girls' comments and contribution to the group thus lowering the girls' self-esteem (Tannen, 2017).

Kelly (2016) observes that teachers give more attention to boys than girls and that boys are more talkative thus providing better learning opportunities. Teachers often intend to interact with both sexes equally, but end up being close to the boys. Due to boys' assertiveness, teachers' attention is captured to monitor what they are doing (Measor & Sykes, 2019). Also due to boys' nature of getting into problems, teachers find themselves interacting with them so as to keep them focused on their group work (Erden & Wolfgang, 2017). The use of praise and criticism differently to boys and girls can also contribute to difference in performance. Golombok and Favas (2016) argues that teacher tend to praise boys more when they give the right answers while criticize girls more when they give the wrong answers. Delamont (2016) points out that teachers tends to overlook wrong answers given by boys, but with girls, they tend to overlook right answers. As a results to differences in achievement between boys and girls because this makes boys knowledge seem more important.

A review of gender based study carried out by Brandy (2019) in New Zealand showed that boys performed better compared to girls in History national examinations. The authors attribute the discrepancy to negative attitude towards the subject among girls. Tyson's (2017) reports that boys achieved higher scores than girls in History achievement tests. The author attributes the discrepancy to the use of teacher centered strategies where students' participation in the learning activities is minimal thus negatively affecting their motivation to learn the subject. Gender differentials in the performance of History in favour of the male child have also been noted over the years in History examination in Canada (Robinson, 2017). However, another study by Armstrong (2017) in Senegal, showed that gender differentials in the performance in History among boys or girls. Further Blithe (2017) disclosed that boys and girls showed similar level of academic achievement in History throughout the junior school but at the end of senior school, boys performed better than girls.

In Kenya, gender difference in the performance in History and Government in favour of the male child has also been noted over the years in KCSE examinations. Ayoo (2018) attributes poor performance in the subject among the girls to; poor attitude towards the subject, the use of teacher centred methods and gender stereotypes. Davies (2017) argues that boys and girls achieve almost at similar levels at primary school level but disparities arise once they move to high school. The author further argue that it is at high school level where students are given the freedom to select their subjects of study. Boys have shown preference for science related subjects while girls have shown an inclination towards arts subjects. Nasibu (2017) reports that boys are more motivated to learn History and Government than the girls while the girls have shown more motivation to learn Christian Religious Education subject. This has led to more boys choosing History and Government while girls choose Christian Religious Education. As a result of this disparity in subject preference, boys have shown better results in History and Government in KCSE over the years.

An alternative strategy that has been found to contribute more effectively to students' achievement and motivation is cooperative learning strategy. The use of cooperative learning have been shown by research to have a positive impact on students' achievement and motivation compared to conventional teaching methods.

Strategies of implementing cooperative learning

Cooperative learning strategy involves grouping students into groups of not more than five members and they are required to work on certain tasks collectively towards a common academic goal (Deutsch, 2018). Cooperative learning is not all about arranging students into groups but more of structuring a positive independence. Under this strategy, students make the most of one another's ideas and skills as they discuss concepts. While having the discussion, the teacher facilitates what they are doing thus making the approach learner centred. At the end of the lesson, the teacher carries out an evaluation and where a group succeeds, everyone in the group is part of the success (Ross & Smyth, 2016).

Brown and Ciuffetelli (2018) assess five key elements of Cooperative Learning Strategy as follows:

Positive Interdependence: Members in a group depend and complement each other thus more emphasis is on "we" instead of the "me" perspective.

Individual Accountability: This is where every member in the group has a role to play for the success of the whole group. This is very crucial for cooperative learning because each student is responsible for to work on their assigned area.

Collaboration: During cooperative learning lessons, students acquire social skills and as the interaction increases, the students develops a sense of responsibility and social solidarity.

Monitoring: During cooperative learning lessons, the teacher observes the groups to see if they are doing the work given and to ensure they are using the technique well.

Processing: At this stage, evaluation is done to access the strengths and weakness in respective groups and come up with ways to improve in the next learning. This is a crucial stage because it helps to ascertain whether the objectives set have been achieved and come up future plans in order to achieve better results in the future (Johnson & Johnson, 2016). Smith (2016) argues that where evaluation is done, students have shown better improvement on areas of weakness.

There are many techniques of Cooperative Learning strategy that have been created over the years. Some of the commonly used techniques include think-pair-share, three- step interview, Jigsaw, Jigsaw II, Reverse Jigsaw and Inside-Outside circle

Think-pair-share: This technique was developed in the year 2001 by Frank T. Lyman. In this technique, the teacher poses a question to the students who are thereafter given the opportunity to reflect them. The students have the choice to note down their thoughts on their books or just brainstorm them in their heads. They are then allowed to pair with their peers and discuss their thoughts. Following this pair dialogue, the teacher then seeks the response from the whole group. This technique is advantageous because the teacher can call on anyone to give the answers as they already have an idea on the question at hand. This techniques is of great importance because students are given the time to brainstorm their answers before responding (Karan's, 2016).

Jigsaw: In this technique, students belong to two groups' i.e. home group and expert group. The students in the home group are each assigned a different topic. They are then allowed to move to the expert group with their assigned topic. In the new group, they discuss their assigned topic together then return to their home group. Once back in their home group, each student is accountable for teaching his or her assigned topic to the rest of the members.

Jigsaw ii: This technique was created by Robert Slavin (2000). Under this technique, the same material focusing on different portion of the material is assigned to members of the same group. Each member is required to get answers to his or her question and make a summary on the findings. Once each member becomes an expert on his/her assignment portion, they meet with other experts from different teams who have studied the same selection, to discuss their findings. When they return to their Home Groups, they take turns teaching team mates about the section they have studied. The teacher then assesses the mastery of the overall topic.

Reverse jigsaw: This variation was created by Timothy Hedeem (2003). This technique differs from the original Jigsaw as the students in the expert groups are required to teach the whole class rather than return to their home groups to teach the content.

Inside-outside circle: Under this technique, students form two circles and take turns on rotation to face new partners to answer or discuss the teacher's questions. This method can be used to gather information, come up with new ideas and solve problems (Murie, 2014).

Three –step interview: It was developed by Kagan in the 2000. This technique is mainly composed of question and answer sessions where one student is the interviewer and another is the interviewee. However, there is a third student who is actively listening and taking notes during the interview. The teacher poses a question and students are required to express their thoughts on what they think. This technique enhances students' critical thinking skills and arouses interest in to learn.

Reciprocal teaching: It was developed by Brown and Paliscar (2002). In this technique, students are allowed to pair and are required to have a discussion about a text where partners take turns reading and asking questions concerning the text and receiving immediate feedback. Thus, students learn from each other. This strategy enables the students to apply skills like clarification, questioning, prediction and summary.

Although there are many techniques of Cooperative Learning Strategy, think-pair-share, three-step interview, reciprocal teaching and Jigsaw ii was used in this study. These techniques of Cooperative Learning Strategy are suited to History and Government classroom in particular. Cooperative Learning Strategy was used two times per week on the topic “constitution and constitution making process” for four weeks. In the first and second week, simpler techniques of Cooperative Learning Strategy like think pair share, reciprocal teaching and three-step interview was used and eventually build up to more complex forms of cooperative learning techniques like jig saw ii in the third and fourth week.

Nesbit and Rogers (2017) recommends that for effective implementation of Cooperative Learning Strategy, teachers should applying less complex techniques before proceeding to the more complex ones. The author further recommends that teachers who are implementing cooperative learning techniques with their students for the first time, should start with one cooperative learning technique before introducing others.

Anderson and Palmer (2018) argued that it is wise to help students understand what Cooperative Learning Strategy is all about and what they think before its introduction. It is therefore very important that teachers intending to use this strategy should inform the students how the strategy works. Steinbrink and Jones (2017) notes that it is important to use small groups of not more than five members while using Cooperative Learning Strategy for it to be effective to the students. While placing students in respective groups, Students’ academic abilities should be considered. This will make it possible for students to help each other thus the success of all the group members. Teachers should also ensure that their classrooms are well structured and well planned for a successful implementation of these techniques. Above all, teachers need to have an excellent mastery of the subject content and be well updated on how to use the techniques under Cooperative Learning Strategy (Bredehoft, 2019).

Conceptual Framework

The purpose of this study was to investigate the effects of Cooperative Learning Strategy on students’ academic achievement in History and Government in co-educational secondary schools in Baringo central sub county. Cooperative Learning Strategy together with conventional teaching methods were treated as the independent variables in this study. Students’ achievement may be influenced by students’ characteristics such as gender and its effect was controlled by selecting Co-educational schools. Gender was treated as intervening variable.

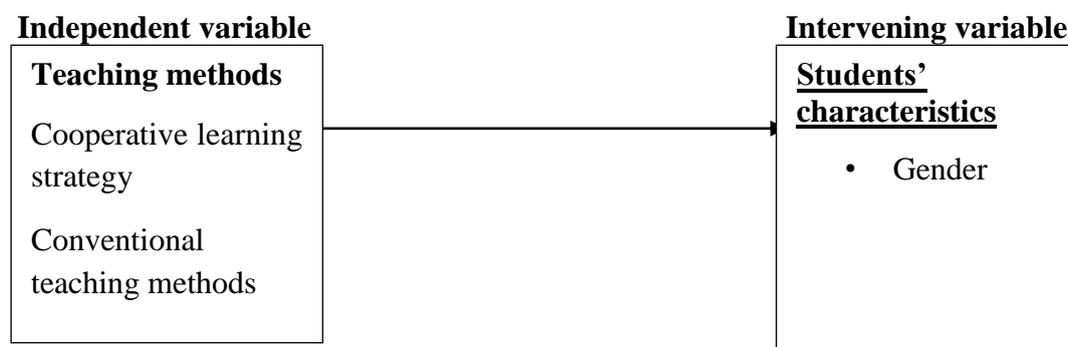


Figure 1: Conceptual framework on the effects of CLS on Students’ Academic Achievement in History and Government in co-educational secondary Schools in Baringo central sub county, Kenya

METHODOLOGY

Research Design

This study employed a quasi-experimental design specifically Solomon Four Non-Equivalent control group research design. The design is appropriate because Fraekel and Wallen (2000) & Wachanga (2002) argue that once Kenyan secondary schools classes are constituted they exist as intact groups and school authorities do not normally allow them to be broken up and reconstituted for research purposes. The selected classes was be assigned to the experimental and control groups respectively (Mugenda & Mugenda, 2003). Solomon Four non-equivalent group design is illustrated on figure 2

Figure 2: Solomon Four Non-Equivalent Control Group design

GROUP	Pre-test	Treatment	Post-test
E ₁	O ₁	X	O ₂
E ₂	-	X	O ₃
C ₁	O ₄	-	O ₅
C ₂	-	-	O ₆

Source: Fraenkel & Wallen (2000)

KEY:

- E₁- Experimental group one
- E₂- Experimental group two
- C₁- Control group one
- C₂- Control group two
- O- Indicates observations
- X - Indicates treatment

Figure 2 shows four groups of participants, the Experimental group one (E₁), the Experimental group two (E₂), the Control group one (C₁) and the Control group two (C₂) which was be used. Groups E₁ and E₂ was form the experimental groups which was receive treatments (X), while C₁ and C₂ was be the control Groups without treatment. Groups E₁ and C₁ was receive pre-test (O₁ and O₄), while O₂, O₃, O₅ and O₆ represents the post-test which was be administered to all groups. The dotted line implies involvement of intact groups. The experimental treatment was taught through Cooperative Learning Strategy while the control groups C₁ and C₂ was be taught through the conventional methods.

Sampling Procedures and Sample Size

This study involved co-educational public secondary schools because they were the majority in Baringo Central Sub-County as they account for 60% of all schools in Baringo central sub-county. Their performance has also been poor. Co-educational sub- county schools were sampled to avoid excessive stratification that results in complexities that stem from logistics involved in handling many schools in quasi-experimental designs. The unit of sampling was secondary school rather than the individual students because secondary schools exist as intact groups (Borg & Gall, 2017). This therefore means that, each school was considered as one

group. The list of co-educational sub county public secondary schools in Baringo Central Sub-County formed the sample frame. Purposive sampling technique was used to select four co-educational Sub-County public secondary schools from a frame of seventeen co-educational Sub-County public secondary schools in Baringo Central sub-county. The four schools were randomly assigned to treatment and control groups. Each school provided one Form Two class for the study hence a sample size of 158 students. Purposive sampling allows a researcher to use groups that have the required information with respect to the objectives of his or her study (Mugenda & Mugenda, 2003).

In the sampling process, a list of all Co-educational sub-county public secondary schools in Baringo Central sub-county was obtained from the County Education Office (CEO). Preliminary information on these secondary schools was collected on the following areas:

History and Government teachers' qualification and experience

Students enrolment and number of streams in each school; Form 2 composition (number of girls and boys) in each class 45

Number of co-educational schools in each category; whether national, provincial, district.

Students' ability at KCPE Level based on the performance in science and also the grand total of each student.

Based on the preliminary information collected, a provisional list was drawn and the schools visited to ascertain that they are suitable for the study. During the visits, the researcher interviewed head teachers and respective History and Government teachers to obtain information on their experience and qualification as well as the much they have done in terms of syllabus coverage in form two History and Government classes. Schools with the same characteristics in terms of resources and entry behaviour were selected. Teachers with three years' experience and above were considered for this study. A final list of schools that qualified for sampling was drawn. Four Co-educational sub-county public secondary schools were obtained from this sample to participate in the study. The selected schools were then randomly assigned to experimental and control groups.

Simple random sampling technique was employed in selecting the participating schools in cases where the sampled schools had more than one stream (Mugenda & Mugenda, 2003). Simple random sampling technique gave the researcher the four schools that was needed in the study.

Table 4: Distribution of students sample by teaching method

<i>Group</i>	<i>N</i>	<i>%</i>
Control (C1)	N= 45	45
Experimental (E1)	N= 38	38
Control (C2)	N= 35	35
Experimental (E2)	N= 40	40
Total	158	158

Table 4 shows a total of 158 Form Two students from the four co-educational sub-county public secondary schools participated in the study. According to the Ministry of Education regulations, the average number of students in Kenyan secondary school classes is 45.

Instrumentation

Data for this study was collected using History and Government Student Achievement test (HGSAT) and History and Government Motivation Questionnaire (HGMQ)

History and Government Student Achievement test (HGSAT)

History and Government Achievement Tests (HGSAT) on “constitution and constitution making process” was used to collect data on students’ academic achievement. The Test was constructed by the researcher based on the Kenya Certificate of Secondary Education (KCSE) History and Government examination questions of the previous years on “constitution and constitution making process” and moderated by two History and Government teachers who are History and Government National Examination Markers. It comprised of short answers questions based on Form Two topic on “constitution and constitution making process”. They were structured in a way so as to start with those of low order thinking and progress to more complex ones. These items tested knowledge, retention and application of learned material. The items were be scored differently with the lowest score being zero mark and the highest one mark. The test carried a total of twenty three (23) marks and the same test was used for pre-test and posts test for easy comparison. It was first be administered as a pre-test to one experimental group and one control group. It was used to assess student’s prior knowledge. The items on History and Government achievement test was rearranged and then be administered as a post-test to all groups after the treatment.

History and Government Motivation Questionnaire (HGMQ)

History and Government Motivation Questionnaire (HGMQ) schedule adapted from Wachanga (2005) was used to capture data on students’ motivation in History and Government topic on “constitution and constitution making process”. The questionnaire had sixteen (16) items that were on a five point liker scale ranging from Strongly Agree to Strongly Disagree with a scale of one to five respectively. Items were scored (5) for highest score while (1) was assigned for the lowest score. Questionnaire provides a fast way of obtaining data as compared to other instrument.

Reliability of the Research Instruments

Reliability refers to a measure of degree to which a research instrument yields consistent results or data after repeated trials (Mugenda & Mugenda, 2003). All instruments was pilot-tested in secondary schools within Baringo central sub-county but in a division that was not be included in the study but having similar characteristics as the sample schools. Reliability of HGSAT was estimated using Kuder-Richardson formulae (KR-21), since it is suitable for items that are scored as either right or wrong with a score of 0 or 1 mark and not more than 1 mark (Fraenkel & Wallen, 2000). This method was appropriate because data is continuous and the instruments is administered only once .and are of same difficult index. The reliability of HGMQ was estimated using Cronbach’s alpha (α). This is because the items were of closed ended likert type and also the instruments was administered once. A reliability coefficient alpha of 0.7 or higher was accepted as recommended by Frankel and Wallen (2000).

Data Analysis

Data was analysed using t- test, ANOVA and ANCOVA with the aid of Statistical Package for Social Scientists (SPSS). Both descriptive and inferential statistics was used to analyse the data. t-test was used when dealing with two means because of its superior power to detect differences between two means (Borg & Gall, 2000). ANOVA was used to analyse differences in the four means of post-test scores. ANCOVA was used to establish whether there is initial difference in the experimental and control groups. ANCOVA reduces experimental error by

statistical rather than experimental procedure (Gall & Borg 2000). Hypothesis was tested at $\alpha = 0.05$ level of significance.

RESULTS AND DISCUSSION

Effects of Cooperative Learning Strategy on Students' Academic Achievement by Gender in History and Government.

This study sought to determine whether there was a statistically significant gender difference in students' academic achievement in History and Government when taught through Cooperative Learning Strategy. In order to find out the effects of Cooperative Learning Strategy on students' academic achievement by Gender in History and Government, post-test scores for boys and girls in groups E₁ and E₂ were analysed. t-test was used to test this hypothesis and the results were as shown on Table 5

Table 5: Independent sample t-test of HGSAT score of boys and girls exposed to Cooperative Learning Strategy

Gender	N	Mean	SD	df	t- value	p-value
Male	45	4.013	.413	81	.427	.67
Female	38	4.000	.383			

Significant at $\alpha = 0.05$ significance level, ($P < 0.05$)

Table 5 shows that t-test of HGSAT scores of boys and girls who were taught using Cooperative Learning Strategy. The results indicate that there was no statistically significant difference in HGSAT post-test means of students exposed to Cooperative Learning Strategy since $t(81) = .427$, $P > 0.05$. It can therefore be concluded that when exposed to treatment, gender is not a factor in determining students' academic achievement, hence Cooperative Learning Strategy is not gender discriminative. This can be explained by the fact that cooperative learning strategy is key in structuring positive interdependence, individual accountability, good collaboration skills, monitoring and evaluation. However in conventional teaching methods, cases of rote memorization, dominating attitude by a few affects students' and some lazy students hiding under the umbrella of discussion just to push affects the learning process leading to disparities in performance.

Table 5 however, indicates that HGSAT mean score of the boys was slightly higher (4.013) than that of the girls (4.000). This means that the null hypothesis three (H_{03}) which stated that there are no gender statistically significant differences in students' academic achievement in learning History and Government when taught through Cooperative Learning Strategy is therefore upheld and the obtained difference between the sample means are regarded as not statistically significant. This therefore means that Cooperative Learning Strategy is effective in reducing the gender differences in History and Government Examination. Since the study involved Non-Equivalent Control Group Design, there was need to confirm the obtained results hence need to perform analysis of covariance with KCPE Scores as the covariate. The results were as shown on Table 6

TABLE 6: Adjusted post-test means of boys and girls exposed to Cooperative Learning Strategy

Gender	N	Adjusted HGSAT Score
Male	45	3.85 ^a
Female	37	4.053 ^a

Table 6 shows the adjusted HGSAT mean of boys and girls exposed to Cooperative Learning Strategy for analysis of covariance with KCPE scores as covariate. The results on Table 6 indicate that the mean differences in academic achievement between boys and girls were slightly even with the adjustment. This therefore means that the treatment condition had a significant effect on both boys and girls. Therefore hypothesis H_{03} which stated that there is no statistically significant gender difference in students' academic achievement in History and Government when taught through Cooperative Learning Strategy is retained. This implies that when students were taught History and Government using Cooperative Learning Strategy, they performed equally well irrespective of gender. The results of this study have shown that there is no statistically significant difference between academic achievement of boys and girls who were taught through Cooperative Learning Strategy.

The findings of this study agree with those of Mwenesongole (2019) who found out that given equal opportunity, girls can perform equally well in History and Government. The author further argued academic achievement of both boys and girls is enhanced when students are taught through Cooperative Learning Strategy compared to conventional teaching methods. It can therefore be concluded that Cooperative Learning Strategy is a remedy to bridging gender gap in performance in History and Government at secondary school level. The results of this study contrast those of Harris (2016) which found that boys outperformed girls in amount of History and Government knowledge regardless of the learning Strategy. This is also in contrast with the observation by the Kenya National Examination Council (2019) that boys generally performed better than girl in History and Government. The results of this study disapprove previous findings that portrays boys as being more superior to girls in History and Government.

A review of gender based study carried out by Brandy (2019) in New Zealand showed that boys performed better compared to girls in History national examinations. The authors attributes the discrepancy to negative attitude towards the subject among girls. Tyson's (2017) reports that boys achieved higher scores than girls in History achievement tests. The author attributes the discrepancy to the use of teacher centered strategies where students' participation in the learning activities is minimal thus negatively affecting students' motivation to learn the subject. Gender differentials in the performance of History in favour of the male child has also been noted over the years in History examination in Canada (Robinson, 2017). However, another study Armstrong (2017) in Senegal, showed that gender differentials in the performance of History were neither in favour of boys or girls. In the same manner, the work of Blithe (2017) disclosed that boys and girls showed similar level of academic achievement in History throughout the junior school but at the end of senior school, boys had higher performed better than girls.

In Kenya, gender differentials in the performance of History and Government in favour of the male child has also been noted over the years in KCSE examinations. Ayoo (2018) attributes poor performance in the subject among the girls to; poor attitude towards the subject, the use of teacher centered methods and gender stereotypes. Davies (2017) argues that boys and girls achieve almost similar level of achievement at primary school level but disparities arise once

they move to high school level. The author further says that it is at high school level where students are given the freedom to select their subjects where boys have shown preference for science related subjects while girls have shown inclination towards arts subjects. Nasibu (2017) reports that boys are more motivated to learn History and Government subject than the girls while the girls have shown more motivation to learn Christian Religious Education subject. This has led to more boys choosing History and Government while girls choosing Christian Religious Education subject. As a result of this disparities in line with subject selection, Boys have shown better results in History and Government in KCSE over the years

The non-significant difference between the male and female students' academic achievement in History and Government could be due to the free interaction between male and female students in the co-educational sub-county secondary schools used in the study. It may also be because both male and female students have equal perception of what success is all about. In other words, the female students did not feel inferior to their male counterparts and thus they were able to compete favourably with them. It appeared that the male students did not also feel superior to their female counterparts. Thus, it implies that both have a level playing ground hence, no gender differences occurred in their achievement.

Summary of the findings of the study

This study investigated the effects of Cooperative Learning Strategy on students' academic achievement in History and Government in co-educational secondary schools in Baringo central sub county. The following are the summary of the findings:

Gender is not a factor in students' academic achievement in History and Government when students are taught through Cooperative Learning Strategy since this study has shown that there was no statistically significant difference in academic achievement in History and Government among boys and girls exposed to Cooperative Learning Strategy. This therefore implies that Cooperative Learning Strategy is capable of bridging the performance gender gap in History and Government compared to conventional teaching methods.

This study makes contribution to existing knowledge by testing existing theory and its application in addressing learning effectiveness in History and Government in Baringo Central sub-county. This study was carried out in Baringo central sub-county hence of great significance in the area. The findings of this study may not be similar with other research findings that has been done in the past hence contribution to new knowledge. The use of Cooperative Learning Strategy could be used to address the problem of poor academic achievement in History and Government however limited studies have been carried out in the past. The problem of poor academic achievement has been identified in prior research studies and is still a problem because most Kenyan classrooms are dominated by conventional teaching methods as opposed to the use of transformative pedagogies like cooperative learning strategy. From the findings of this study, it is clear that Gender is not a factor in students' academic achievement in History and Government when students are taught through Cooperative Learning Strategy since this study has shown that there was no statistically significant difference in academic achievement in History and Government among boys and girls exposed to Cooperative Learning Strategy. This study also builds the literature of the subject matter in History and Government.

Recommendations

Based on the findings of this study, the researcher makes the following recommendations;

Education authorities in Kenya should encourage History and Government teachers to blend the use of Cooperative Learning Strategy together with conventional teaching methods in the History and Government lessons. This in turn would improve students' motivation to learn History and Government and consequently achievement will be higher.

Teachers Service Commission to in-service secondary school History and Government teachers on the use of Cooperative Learning Strategy.

Recommendations

Based on the findings of this study, the researcher makes the following recommendations; Teachers service commission to do in-service training of secondary school History and Government teachers on the use of Cooperative Learning Strategy. Teacher trainers to blend the use of Cooperative Learning Strategy together with conventional teaching methods in the teaching of History and Government lessons.

Suggestions for future research

The researcher therefore makes the following recommendations for future research;

A study on the effects of Cooperative Learning Strategy on students' academic self-concept in History and Government. A study to determine the influence of Cooperative Learning Strategy on secondary school students' selection of History and Government as an elective subject at from two level. A study on the effects of cooperative learning strategy on students' attitude towards History and Government.

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