IMPLEMENTATION OF COOPERATIVE TEACHING AND LEARNING METHODOLOGY IN DAY SECONDARY SCHOOLS IN NYERI COUNTY- KENYA.

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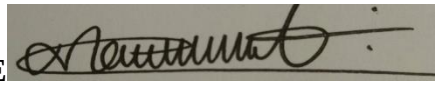
DECLARATION

This project proposal is my original work and has not been submitted to any institution of learning for academic awards

SIGNATURE  **DATES** 10/11/2022

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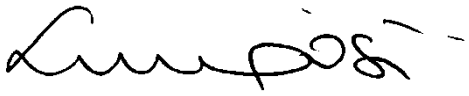
This project proposal has been presented for examination with my approval as the University of Nairobi supervisor.

SIGNATURE  **DATES** 10/11/2022

DR JOASH MIGOSI

DEDICATION

I dedicate this project to my parents; Douglas Murithi kanampiu and Martha Kaari Murithi who have been a solid pillar and cornerstone to my education. I also dedicate this project to my dear brother; Eliphus Mutuma and sisters; Rosaline Nkirote and Mary Kanana who have been so loving, encouraging and ready to lend a helping hand since my kindergarten year of education.

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I give thanks to the Almighty God for helping me complete my POST GRADUATE DIPLOMA IN EDUCATION and also for giving me strength carry out my research to the best of my abilities

I am grateful to the entire University of Nairobi for giving a chance to study in the institution. I acknowledge the generous help and benevolence of my dear lecturers from the University of Nairobi who taught me the course work and ensued I had the right skills a ; most sincerely Dr. Joash Migosi who offered his assistance throughout the preparation of the research proposal and this research project report. To Dr. Janet Obiero who tutored me the unit of research method, providing skills to research and write the proposal, I sincerely thank you.

To my respondents who were very welcoming and willing to give me genuine answers, your cooperation made the research successful.

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ABSTRACT

Education is a very important tool in economic growth of any county. That is the reason as to why the government has placed measures to ensure both boys and girls in the country get equal chances of quality education without discrimination, for instance the government introduced free primary education in January 2003 and in 2008 a policy was made to introduce free secondary education by the parents are only required to pay for only meals. The government in conjunction with the teacher service commission (TSC) has also ensured that teachers get adequate training so that they are able to deliver the knowledge to the students.

Teaching methodology is one of the units that any student teachers undertakes during his/her training at both university and college level. The student teacher later goes for teaching practice.

This research was carried out to find out the factors that influence the implementation of cooperative teaching methodology in day secondary schools in Nyeri County. The factors studied were, teacher based, student based and school based.The research was conducted using descriptive survey research design

The target population was made up of 25 day secondary schools in Nyeri County, 5 principals each from either day schools, 5 HODs from each school to represent five departments and 1000 form four students; considering there were minimum of 40 student in form four class per school. A total 1130 respondents from 25 day secondary schools were used i.e.1000 students, 125 HODs and 5 principals. Questionnaire and interviews will be the main tools of data collection

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ABBREVIATION

HOD – Head of Department

TSC – Teacher Service Commission

KICD- Kenya Institute of Curriculum Development

KCSE- Kenya Certificates of Secondary Education

KCPE- Kenya Certificate of Primary Education

CHARPTER ONE
INTRODUCTION

1.1 BACKGROUD OF THE STUDY

According to Robyn 2014, education is a way of passing knowledge from the person with the desired knowledge to the person who is ready and willing to benefit and get enlighten also. In the current teaching reforms that the ministry of education is doing to the sector of education , quality teaching has become of the major issue the ministry is putting much pressure on this because ,quality teaching will lead to quality learning and therefore improving academic performance

Cooperative teaching method , is a teaching methodology that entails, students learning together in small groups under the guidance of the teacher so as to achieve the common goal, it help the student to encounter environment that they are likely to encounter in future ,in their working space.
Not only does cooperative teaching methodology promotes academic performance but also it improves the social interaction of the students (John and Johnson 2002)

Cooperative learning enable student to effectively complete practical activities especially in science subjects effectively. This makes it easier for the teacher to manage a large number of students during leaning. It help students to solve problems among themselves and therefore understanding the learning content in depth (Davidson and Major ,2014) , this because the method encourages the students to touch on area that the teacher had taught using other teacher oriented teaching methods like the lecture method and some student did not get the content.

Cooperative learning, brings together students with different academic abilities , sex , race to work collaboratively together where they are responsible of their individual work and also group work , this help the students to have some sense of responsibility and drive towards their academic achievement, this according to (Johnson ,1993). It also improves

communication skills among the students. Since the students are organized in different academic achievements, the higher achievers become the group leaders and they guide the lower achievers (MOE 2012).

Cooperative learning has been studied in depth to ascertain its effectiveness and there is enough evidence to show that it leads to maximum attainment of the teaching objectives and outcomes. (Salvin 1996). According to Gillies, 2006, he urges that this method of teaching improves on students' motivations and also feel the importance of helping each other. It also help the higher achievers to act like student teacher which in long runs instills in them some leadership skills which help them quite a lot in future.

As an educator one need to come up with ways to motivates the students, improve their interest in the subject matter, and divert from normal class routine in order to kill boredom among the students. Cooperative methodology has been found to fully achieve this and a better way of getting off from teacher oriented methodologies like lecture methods. This method has also been used a lot after the completion of the syllabus in candidate class in preparation for their national exams, it has been found that the students are able to identify their individual areas of weakness and focus on them before K.C.S.E. Especially in candidates classes, cooperative learning is very effective compared to individualistic and competitive learning methods, this because the whole class has a common goal of achieving a good mean score for the school.

Recent research shows that, cooperative teaching and learning methodology helps both the students learning and attainment of educational long term goals this is by; giving students a satisfying learning experience, developing of verbal skills in .students, improving social and interacting skills of the students, develop positive attitude towards students those that do not find value in achieving good grades and most importantly achieve the whole class goal i.e. a good mean score Kumar and Garcha 2015.

Even if there is speedy advancement in technology, the traditional teaching methodologies are becoming outdated; teachers have noted there is a difference between theory and practical

especially in science subject. There for many research findings shows that, lecture method, demonstration method , question and answer method ,that are teacher centered and do not give chance for the students to take part in the teaching and learning process are the most used teaching methodologies in most schools (Sternberg 2003).

Most local day schools in Nyeri County are focused in preparing students with both mental and physical skills and will contribute to their development and also the development of the community. Apart from academic achievement, these local day schools are visualized by the community as vehicles to train their children, in thinking, reasoning, analyzing and logically articulating. Unfortunately, most of the teenagers in Nyeri County find school boring and lack motivation. Hence this study finds it necessary to find out why cooperative learning is not being implemented in these day schools, having studied the benefits cooperative leaning brings in the academic achievement of learners. Thus the study focus on factors that influences the implementation of cooperative learning and teaching methodology in day secondary schools in Nyeri County.

1.2 Statement of the problem

In the current years K.C.S.E performance in Nyeri County has been drooping speedily, also there has been a high record of school dropout and very poor performance in the internal exams. This may result in shortage of experts such as doctors, teachers etc. which will prevent economic growth of the County at large.

This poo performance and school dropout may be caused by, teachers using teacher based teaching methodology, therefore making students lack interest in their academics. According to (Anoka 2013) teachers should adopt teaching methodologies that are student based in order to make student feel as part of the learning and teaching process. Studies have shown that this teaching methodology is not applied by most teachers despite its advantages (Muijis 2005).

For the last 5 years Nyeri County day secondary schools have recorded very poor results in the national examination. Due to this poor performance, this study is meant to find out factors that influence the implementation of cooperative teaching methodology in day secondary schools in Nyeri County. Studies on the effect of cooperative teaching and

learning methodology in boarding schools have been done, and the result show there is a positive improvement in the general performance in those schools. Therefore the assumption can be made that teachers in Nyeri day secondary schools do not use cooperative teaching and learning methodology.

Several studies have been done in the cause of poor performance and also increase in school dropout in Nyeri County, and the results of the studies shows there is lack of motivation and interest among students, students' depending much on teachers and a negative attitude towards education, will cooperative teaching and learning methodology increases; students motivation and interest and also instill positive towards academic achievement? Therefore this research will investigate factors that influence implementation of cooperative learning and teaching methodology in Nyeri County.

1.3 purpose of the study

This study was meant to find out factors that influence the effective implantation of cooperative teaching and learning methodology in day secondary schools in Nyeri County. It focused on: teacher based factors, school based factors and student based factors.

1.4 objective of the study

1.4. 1 General objective

To find out factors influencing the implementation of cooperative teaching and learning methodology in day secondary schools in Nyeri County'

1.4.2 Specific objectives

The study will narrow down its objective to make the research easy and ensure the general objective of the study is achieved. These specific objectives include:

1. To find out how student type influences cooperative learning and teaching methodology in day secondary schools in Nyeri County.
2. To evaluate how student attitude influences cooperative teaching and learning methodology in day secondary schools in Nyeri County.
3. To find out how teachers experience and competence influences cooperative teaching methodology in day secondary schools in Nyeri County.
4. To evaluate how availability of teaching and learning resources influences cooperative teaching in day secondary schools in Nyeri County.

5. To find out how school administration influences cooperative teaching and learning in day secondary schools in Nyeri County

1.5 Research question

1. How does student type influences cooperative learning and teaching methodology in day secondary schools in Nyeri County and teaching methodology?

2. How student attitude does influences cooperative teaching and learning methodology in day secondary schools in Nyeri County?

3. How does teaches experience and competence influences cooperative teaching and learning methodology in day secondary schools in Nyeri County?

4. To what extent does availability of resources influences cooperative teaching and learning methodology in day secondary schools in Nyeri County?

5. What extent does school administrator influences cooperative learning and teaching methodology in day secondary schools in Nyeri County?

1.7 Significance of the study

This study will help teachers to know when and how to use different teaching methodologies and the importance of incorporating cooperative teaching and learning methodology. The study outcome will help the school administrator to impose laws among its staff members on how to make sure all the teachers use cooperative teaching and learning methodology in their respective classes and also the administrator will ensure needed resources are made available.

The study will also help the KICD for teacher education include factors to consider when choosing teaching methodology. This will equip the student teacher with the needed knowledge before he/she becomes a professional teacher. The findings will also add more knowledge to the existing one on strategies to achieve cooperative teaching methodology.

1.8 Limitation of the study

The study will be faced with several challenges such a finance, and time, that why only 5 day secondary schools will be visited. From the questionnaires, wrong and dishonest answers may be given, the respondents may be uncooperative. Despite these challenges the research activity will be successful because, training will be done to the respondent and the significance of the study explained to them.

1.9 Delimitation of the study

There ae several factors that may influence the implementation of cooperative teaching method , but due to financial constrains only , school based ,student based and teacher based factors were investigated. The study involved 5 selected day secondary schools. The respondents include; principals, HODs, and only form four students from the selected schools.

1.10 Basic assumptions of the study

1. All the selected day schools had equal number of learning hours,
2. All the teachers in all the selected school had same level of training and are TSC compliance.
3. All the respondents understood the meaning of cooperative teaching and learning methodology.

1.11 Definition of terms

Attitude; this refers to the students' behavior during teaching and learning processes

Teaching resources found in school; physical resources available in schools e.g. desks, classrooms etc.

Student motivation; refers to when the student focuses their attention towards achieving the teaching and learning objectives,

Cooperative learning and teaching, this refers to students working together in groups of five under the supervision of teach

1.12 Organization of the study

This chapter is organized into three chapters. First chapter highlighted the fundamental ideas of community involvement and the sustainability of rural water projects, as well as the study problems, objectives and justification. Chapter two provides a thorough assessment of the literature review. Chapter three contains the study methodology, which describes sampling and data collection processes, data requirements and sources employed in the current study. The analytical approach utilized for data analysis is further explained in this chapter.

CHARPTER TWO

REVIEW OF LITERATURE

2.0 INTRODUCTION

The literature review will give an overview of what is cooperative teaching and learning methodology and the approaches that are used to achieve cooperative teaching and learning method and the effect of cooperative teaching and learning. It will also give a literature review on factors that influences the implementation of cooperative teaching and learning methodology, this factors include; type of students , attitude of students towards teaching methodology , teachers 'experience and competence, available school leaning resources , role of the school administrator.

2.1 Perception of Cooperative Teaching and Learning Method.

Teaching and learning process is like a socializing process where by both the students and the teachers learn and the student are no longer viewed as black empty boxes. The teaching and learning process should at all-time help the students to improve on their verbal skills, help each other during problem solving and share knowledge for the purpose of improving in their academics.

Cooperative teaching and learning methodology is viewed as a strategy to help the teacher to enhance student-student interaction. The usage of this method by the teacher does not mean that other methods like individualized instruction and classroom instructional are no longer supposed to be used, but it means that the inclusion of cooperative teaching and learning method will bring about great impact in academic achievement.

In cooperative teaching and learning methodology, the teacher organizes the students in groups of 5 students, whereby each group is made up of students with different academic abilities. The students in each group use different method in order to improve the subject knowledge. The students in the groups will be given a common task to complete at a given time and the objective set, the teacher will later evaluate whether the students achieved the objective and if the objectives were not achieved, the educator goes ahead and gives guidance to each group. For this methodology to be a success, teacher's supervision is highly recommended.

The common tasks that can be handled using cooperative teaching and learning activities include: project wok, assignments, class activities, test question and past paper revision.

A study carried out by Alias et all 2007, shows that for the cooperative teaching and learning methodology to be implemented successfully extra time for teachers to prepare is highly recommended this studies are similar to those conducted by Zakaria &Iksan 2007 that states to implement cooperative teaching and learning methodology , require longer time for the teachers to prepare adequately .

Johnson, Johnson, and Holubec (1994) described cooperative learning as "the instructional use of small groups through which students collaborate to maximize their own and each other's learning" (p. 1:14). It has been utilized globally and throughout history. Its foundations are found in numerous philosophical and psychological principles. There are many distinct approaches that have been developed, offering numerous alternatives for deployment in the classroom. Due to its advantages for learning, socializing, and psychological wellness, it has gained popularity as a teaching strategy during the past century. Cooperative learning has been the subject of countless research, all of which point to it as an effective teaching strategy.

2.2 Historical and Theoretical view of cooperative teaching and learning methodology

It's possible that cooperative learning and student-centered teaching predate formal schooling itself. Teachers like Confucius and Socrates highlighted the importance of learning curricula that put the learner first rather than the subject (Henson, 2003). However, administrators, financial restrictions, and uninterested pupils were not issues that Confucius and Socrates had to deal with. These prominent philosophers understood the value of experience in students' education. John Locke recognized the significance of this in the seventeenth century and popularized the idea of experiential learning. Rousseau and Pestalozzi, two Swiss educators, concurred, and as a result, the first learner-centered schools were established in the late eighteenth century.

In America, cooperative student-centered learning extends back to the Common School Movement in the middle of the 19th century, when it was widely applied to achieve the era's educational objectives (Johnson, Johnson, & Smith, 1991). Following the Civil War, Colonel Francis Parker started his career in teaching. He held the position of principal at various schools and gave presentations on the new student-centered curriculum that had been so successful in Europe. Treating each student as an individual with unique requirements was highly valued at his school. Inquiry-based activities took the place of drill and practice. Parker had the honor of working with John Dewey at this time, who is perhaps one of the most significant Americans in the fields of philosophy and education (Henson, 2003).

John Dewey supported teaching students based on their unique interests and backgrounds. "When we encounter something, we act upon it," he said (Dewey, as cited in Sutinen, 2008, p. 6). To better serve students' needs, Dewey favored active learning over passive learning. He also understood that in order for education to be successful, students' psychological and social needs must be met. Dewey, frequently referred to as the father of progressive education, aimed to give students real-world learning opportunities (Sadker & Sadker, 2000). He believed that learning should resemble adult life as much as feasible. It should equip them with the necessary skills to live in a democratic society, perform the duties of productive citizens, and engage in free interchange of ideas with others (Sharan & Sharan, 1992). He believed that in order to inspire students' intrinsic motivation to learn, instruction should be problem-based and enjoyable. Dewey believed that the issues needed to be solved collaboratively by the students. According to Dewey; “a child could only reach their full potential in a social situation" (Henson, 2003, p. 9).

Progressive Education and Dewey were heavily criticized. Many believed that this kind of education was not helping pupils achieve as much as they ought to. When the Soviet Union launched Sputnik in 1957, this situation was further made worse. Americans reverted to the conventional way of training, which placed an emphasis on drill and practice and rote learning, because of a fear of falling farther behind in the "Space Race." Midway through the 20th century, research was done to show that students were attaining just as much and more while employing the cooperative learning approach, therefore cooperative learning persisted, at least in part (Pulliam & Patton, 2003).

Cooperative learning and the research on it as it relates to education have a variety of theoretical foundations. These include the social interdependence perspective, behavioral learning theory perspective, and cognitive development perspective (Johnson & Johnson, 1994).

2.3 Cognitive Developmental Perspective.

The theories of Lev Vygotsky's social developmental theory and Jean Piaget's cognitive development theory form the foundation of the cognitive developmental perspective. Although there are some differences between Vygotsky's and Piaget's developmental viewpoints, they do agree on several aspects of cooperative or peer learning and constructivism. The notion that knowledge is created and built upon previously known facts is known as constructivism (Weld, 2004). In general, constructivists emphasize how students connect with one another (Henson, 2003). For children to form meaning, these psychologists recognize the significance of

relationships between the environment and other people. They are able to understand things and learn through these encounters.

In the early twentieth century, Lev Vygotsky introduced his Social Development Theory. His theories emphasized child growth based on contact with their social settings (Leong, 2001). He thought that if kids were kept out of social situations, they wouldn't grow up the way they should. He saw pupils collaborating to find solutions to issues. During their interactions, students helped one another and more efficiently solved the issue than if they had worked alone (Henson, 2003). Another accomplishment of Vygotsky is the creation of the Zone of Proximal Development (ZPD). This zone is defined as "the gap between the level of potential development as determined through problem solving under adult supervision, or in collaboration with more capable peers, and the level of actual development as determined by independent problem solving" (Bransford, Brown, Cocking, Donovan, & Pellegrino, 2000, p. 81). Vygotsky noted that a person's cognitive growth can be significantly impacted by peer collaboration and support.

Jean Piaget, on the other hand, viewed development in a more intrinsic fashion. His research was more focused on how the individual interacts with nature and other objects to initiate understanding. The Theory of Cognitive Development states that children develop in stages. They actively move through each cognitive stage seeking to make sense of the environment surrounding those (Bransford et al, 2000). According to this idea, "socio cognitive conflict arises when people cooperate on the environment,creating cognitive disequilibrium, which in turn drives perspective-taking and cognitive development" (Johnson & Johnson, 1994, 39). Piaget proposed that peer interaction experiences spur cognitive development (Fore, Riser, & Boon, 2006.). Students might identify contradictions in their own views and change them through social engagement. Thus, this contact becomes crucial for the development of cognition.

2.4 Behavioral Learning Theory Perspective.

In the theoretical framework of cooperative learning, the behavioral theory perspective is equally crucial. Leading behaviorist B. F. Skinner "thought that children might be trained to develop positive abilities and behaviors" (Sadker & Sadker, 2000, p. 309). In numerous of his experiments, he trained animals to exhibit particular behaviors as part of his research. The theory was that if pupils were given incentives for cooperating, they would keep up the behavior. Slavin (1988) suggests that cooperative learning requires the presence of collective goals. Because they

would be rewarded for achieving them, students would cooperate to achieve these group objectives.

2.5 Social Interdependence Perspective.

The cooperative learning research is perhaps most closely associated with the social interdependence approach? This theory's central tenet is that interactions between people lead to results because of the way goals are framed (Johnson, 2003, p. 934). Kurt Koffka first proposed this notion in the early 20th century. He suggested that differences in interdependence among group members could affect how the group behaves as a whole. Kurt Lewin advanced this concept further in the 1920s. He contributed to this notion by asserting that any alteration in a group member's dependence would affect the entire group. He asserted that the group's interdependence was a result of its shared objectives, and that members of the group cooperated in order to meet those objectives under pressure (Johnson, 2003).

The third significant contributor to this interdependence idea emerged in the middle of the 20th century with Morton Deutsch. He identified two distinct forms of social interdependence—positive and negative—through his observation of students. He claims that there is a positive association between the accomplishment of individual and group goals as a result of positive interdependence. If one student succeeds, the others might as well too. Students are collaborating in this interdependent state. A student can only achieve his aim if and when the other group members also succeed. Individual and collective goal attainment is negatively correlated when there is negative interdependence. If one student succeeds, none of the other students can succeed. As a result, a student can only succeed in achieving his aim if and only if the other students fail to do so. These students are in a challenging environment. Furthermore, according to Deutsch, there is no association between the achievement of individual and community goals in the absence of interdependence. The success of one group member does not influence the success of the other group members. This is an example of an individualistic approach to education (Johnson, 2003).

One of Deutsch's graduate students, David Johnson, carried on his work by creating the Social Interdependence Theory along with his brother, Roger Johnson. Cooperative learning and social interdependence are two topics on which Johnson & Johnson have done extensive research. They listed it as one component necessary for efficient cooperative learning. Recently, they looked at social interdependence and cooperative learning as significant educational issues and the subject

of research, much of which comes from the University of Minnesota's Cooperative Learning Center (Johnson, Johnson, & Smith, 1991).

2.6 Components of Cooperative Teaching and Learning Methodology

For cooperative learning to be effective, a few crucial components must be present. Positive interdependence and personal responsibility are two of these characteristics, according to Kagan (1994), Slavin (1995), and Johnson & Johnson (1994). Positive interdependence can be characterized as a reciprocal dependency on the other members of the group for success. It speaks of the constructive relationship between one person's aims and another person's goals. Because of this, each group is driven to succeed. Additionally, it fosters the idea of "sink or swim together" (Johnson, Johnson, & Smith, 1991, p. 1:19). To accomplish the group objectives, students are urged to assist one another in mastering particular concepts. According to Kagan (1994), each group requires varied degrees of constructive interdependence. In weak forms, one member's success is likely to result in another member's success. Strong forms contrast with this in that team member success is not possible until all members of the group succeed. In order to avoid students getting irritated and the team effort being harmed, there must be a balance between the different types of dependency. The second fundamental element of individual accountability is required to avoid the "freeloading" scenario that is frequently present in group activity. Both participation in the group and mastery of the skills being taught are expected of the students. They cannot rely on the work being done for them by the other group members.

Each cooperative learning module should include both individual and group scoring. Each group member must contribute fairly in order for there to be individual accountability and personal responsibility. Each group member should have a specified task to perform, and the other group members should hold them responsible. The study group shouldn't be used as a place to slack off. Academic success cannot happen without this setting (Slavin, 1995). Positive interdependence, individual accountability, interpersonal and small group abilities, as well as group processing, are all crucial elements of cooperative learning, according to Johnson, Johnson, and Holubec (1992, 1994) and Johnson, Johnson, and Smith (1991).

Positive interdependence promotes face-to-face engagement. Members of the group must support one another in achieving achievement if everyone must succeed. As a result, there is an effective working relationship between each group's members. Members of the group must "convene in person to collaborate on projects and support one another's achievement" (Johnson & Johnson,

1994, p. 89). The students get to know one another better through this engagement, enabling them to support the success of their fellow group members.

A cooperative group's success, as well as the success of any other working environment, depends on individuals' interpersonal and group skills. Students must be able to interact with one another without using derogatory or harsh language. Members of the group must be able to speak freely without worrying about being mocked. They must learn to expand on others' ideas and apply that knowledge to better their own ideas. Students will find these abilities useful as they enter the workforce and start interacting with individuals outside of their educational institutions. Without people who can effectively communicate and work with others, many of the largest companies in the world would not be able to function.

Group processing, a vital component, calls for participants to analyze both the positive and negative parts of their group communication in order to reflect on it. Groups must use this reflection to improve the effectiveness of future group meetings (Johnson, Johnson, & Holubec, 1992). The group will stagnate if students never give each other input on how it's operating. The intention is for the team to continuously get better at cooperating over time. This objective is achieved through group processing, which is a component.

Equal involvement and simultaneous contact are two further prerequisites for cooperative learning that are listed by Kagan (1994). When working in a group, it's crucial to divide the labor equally among all members. This cannot happen by accident and needs to be actively taken care of. This is crucial in debates as well as in class work. This is not equal participation if one student dominates 50% of the talk and the remaining 50% is provided by the other three students. Every student should be given an equal opportunity to contribute to discussions and time to express their thoughts.

The quantity or proportion of pupils interacting simultaneously at any particular time is referred to as simultaneous interaction. If cooperative learning is to take place, this number needs to be high. Throughout the whole class period, each student should be participating actively in the group activity. A supportive environment for cooperative learning is created by having all students participate actively and equally in each group meeting.

Over the past century, a number of cooperative learning strategies have been created. Each teaching strategy has special qualities that help students learn more effectively. The next section will cover a few of the more widely used and investigated techniques. Jigsaw was one of the

earliest cooperative learning techniques to be created. Aronson developed this technique, which calls for utilizing groups of three or more people (Kirk, 2001). Jigsaw refers to the capacity to assemble each individual puzzle piece in order to view the overall scene. With this approach, the topic is broken down into smaller components and given to each group. The group then further splits the subtopics so that each group member is in charge of a certain jigsaw piece. Members of the group are expected to teach the other members the information they have learned if they are confident in it. With this approach, evaluation via individual tests and quizzes is typical. The average group score is given to group members. This provides incentive for each group to put forth their best effort in order to make each member successful (Kirk, 2001).

Student Team Learning is recognized as an efficient strategy for cooperation by Robert Slavin, one of the top scholars in the field. This strategy was created and studied at Johns Hopkins University and emphasizes giving all students an equal chance to succeed (Slavin, 1991). Students of various skill levels are given the chance to achieve because to this kind of design. Instead of using the percentage of correct answers, grades or points are given based on improvement from prior performance. In this approach, pupils compete against one another rather than other students.

2.7 Approaches Used To Achieve Cooperative Teaching and Learning

Three main student team learning strategies are described in Slavin's (1995) book Cooperative Learning: Theory, Research, and Practice: Student Team - Achievement Divisions (STAD), Teams - Games - Tournaments (TGT), and Jigsaw II. Each of these consists of a diverse quartet of four pupils. Each unit in STAD and TGT goes through a cycle of teaching, collaboration, and evaluation. A teacher-centered lesson on the subject to be covered comes before cooperation. Students come together in their groups during the cooperation period to teach, go over, or study the material together. Individual quizzes are used to evaluate STAD scores. During the quizzes, teams are not permitted to collaborate. The sum of the individual group member scores yields the group score. TGT is assessed through competitions. Each group member competes against others in their talent level from other groups. Regardless of the kids' skill level in each match, the tournament winner receives an equal number of points. Jigsaw II is a somewhat different approach that was developed from the original jigsaw method. The lecture, tale, or other activity's specific component is delegated to each group of kids. The pupils must then become authorities in this field. They will nudge people in other groups who are interested in the same

subject to sharpen their comprehension. After that, each group member returns to their own to instruct the other kids. Individual quizzes are used for evaluation, and scores are calculated in the same way as STAD (Slavin, 1995).

Another effective method of cooperative learning is the Learning Together Model, created and used by David and Roger Johnson, directors of the University of Minnesota Cooperative Learning Center. It differs from other approaches in that it explicitly teaches social skills and encourages teamwork. This approach also emphasizes group reflection and individual duties for each participant. Without using individual quizzes or tests, student groups are graded based on a single evaluation they completed and turned in as a group (Kirk, 2001).

In their Learning Together Model, Johnson, Johnson, and Holubec (1993) distinguish four different kinds of cooperative learning groups: formal, informal, cooperative base groups, and cooperative learning scripts. They specify a formal cooperative learning group as one that is used to instruct on a particular subject. In this case, the teacher chooses the composition and size of the groups. Then she imparts the ideas, values, and tactics required for successful group cooperation. The instructor then assigns the group work and stands ready to step in if assistance is required.

A cooperative association that is informal is exactly that—informal. Throughout the class, student groups will congregate for brief periods of time to discuss or summarize lecture topics. This kind of group can also be utilized for quick exercises at the start or end of class.

The cooperative basis group is a considerably more durable group that can last for a year or more. These teams are created to offer members support and help with a range of difficulties. They hold daily to weekly meetings and have been shown to enhance many students' attendance and overall schooling (Johnson, Johnson, & Holubec, 1992).

Cooperative learning scripts, the final sort of group, are employed for general or everyday activities. This kind of group, for instance, might be useful for brief presentations, checking assignments, or studying for a test (Johnson, Johnson, & Holubec, 1993).

The cooperative learning strategy developed by Stanford University's Elizabeth Cohen, called Complex Instruction, and has also received praise (Kirk, 2001). In Cohen's approach, there are five to six people in the group, and their skill levels range. A number of exercises are created with a main subject in mind. Activities are created to promote knowledge application and skill growth. However, this approach's primary objectives are to treat multiple abilities and status

within each group. Students can learn to value and respect the abilities and contributions of others through this cooperative learning approach (Cohen, 1994).

A cooperative learning strategy based on inquiry is group investigation. The four success factors for this strategy, created by Yael and Shlomo Sharan, are exploration, interaction, interpretation, and intrinsic motivation. Investigation is the process that introduces kids to inquiry and gets them ready to continue working together. The social component of the approach, where students gather and discuss investigations, is accounted for by interaction. As students attempt to make meaning of their research and observations, interpretation takes place on both an individual and a collective level. Throughout this process, the objective is to cultivate students' intrinsic motivation to seek out knowledge and comprehend the subjects being studied (Sharan & Sharan, 1992).

Other approaches to collaboration have been created and put into practice, such as numerous unofficial models by Spencer Kagan as mentioned by Kirk (2001). The successful tactics in this collection include many others, such as Numbered Heads Together. With this approach, the teacher assigns numbers one through four to each group of children. She then gives the class a question or a problem and instructs them to collaborate so that everyone is aware of the solution. She will then dial a number, and only that group member will be able to speak on behalf of the entire group. Another popular paradigm from this group is Think-Pair-Share. In this exercise, the teacher asks a question, and each student must independently try to find the solution. After that, they are free to consider the solution in pairs with other students. Students are required to share their response with the teacher and other students after the cooperative period has concluded (Kagan, 1994).

2.8 Effect of Cooperative Teaching and Learning Methodology

Ahmed 2010, showed that cooperative learning has several advantages to students. Some of the advantages he mentioned out were : improving on cognitive skills of the students ,help the student to develop critical thinking during problem solving, it decreases the level of anxiety and stress in students, helps in developing a supportive environment among the peers, creates an environment where students can learn leadership skills and sharpen their communication skills.

A lot of focus has been given towards understanding the effect of cooperative teaching and learning methodology on cognition and motivation of the students. The goal of cooperative

teaching and learning methodology, is to bring up a learning culture that focuses on the intelligence of the students in understanding concepts (Setati & Adler 2000)

No matter which of the numerous effective ways is employed, a cooperative learning environment has many advantages. The array of advantages can be broken down into three groups: academic, social, and psychological. The term "intellectual" refers to the results that actually result from mental processes. The term "social" refers to the advantages that support pupils' ability to interact with others and function as members of society. Benefits that enhance one's psychological well-being and self-perception are considered psychological.

The advantages to the mind have perhaps been explored and documented the most. Numerous research show that cooperative learning increases student achievement (Slavin, 1988). Researchers assert that exposure to this kind of learning environment improves students' attitudes (Vaughan, 2002). Students are expected to look more closely and discuss concerns when working in groups. As a result, high order thinking skills are used more frequently and critical thinking and creative problem solving are enhanced. Cooperative learning offers a chance to enhance fundamental academic abilities and conversational language competency, particularly for less advanced pupils (Cohen, 1994). Additionally, cooperative learning gives teachers the chance to confront and resolve problems with classroom management. With just one exercise, this strategy enables teachers to control instruction for a wide range of learning capacities. The amount of time spent on task increases and classroom behavior issues decrease (Slavin, 1995; Johnson & Johnson, 1994). With cooperative learning, students show improved material retention and understanding as well as internal drive to study. (1992; Sharan & Sharan).

Cooperative learning has been shown to have numerous social benefits in addition to its many academic advantages. Students gain the interpersonal skills necessary for working in groups through cooperative learning. The importance of being able to collaborate well in a group cannot be overstated. Most workers in the labor force consider this skill to be essential. Students have the chance to practice understanding and supporting other people's opinions through cooperative learning. It offers the conditions for social support, coherence, and cooperation required for a group to function effectively (Slavin, 1995). This method of training promotes compassion and tolerance for people who may appear to be different.

Cooperative learning can enhance racial harmony and disability acceptance in the classroom (Johnson, Johnson, & Holubec, 1994.)

Students who experience estrangement at school have hope thanks to the advantages cooperative learning can offer for psychological well-being. According to research, co-operative learning participants value their school, classes, and classmates more than their peers in a traditional environment. Students show signs of feeling like they belong and are loved by their peers. When using this teaching strategy, students also exhibit increased self-esteem and self-ideology (Slavin, 1995; Johnson & Johnson, 1994).

2.9 Student type and Student Altitude

Almost 90% of students who join day secondary schools are those who achieved KCPE marks between 150/500 to 270/500 , majority of the students in between 150- 230. You find that these students are very demotivated in classroom work due to their previous score in primary school, most of them term school life as boring and they are in school due to their parent persuasion. Therefore as a teacher once you encounter with such student one need to be student oriented and also to find strategy on how to motivate them in such cases cooperative teaching and learning methodology becomes very effective as it plays an important role in academic and social learning experiences.

Student have a great role to play in implementation of cooperative teaching and learning methodology, therefore the type of students the teacher encounter will influence how effective the implementation of cooperative teaching and learning methodology will be. Some role of the students include: taking part in planning i.e. giving suggestion on the best time the methodology can be used, helping the teacher in grouping the students according to their abilities since at time the students knows themselves better than the teacher (Brrophy 2006).

The students' discipline in using the time set, how each students take in the group, willingness to help each other will and how the students take completed tasks to the teacher for marking influence how effective the implementation of cooperative teaching and learning will be. If the type of students are not playing this role then it means the teacher will have difficult time since he/she will have to push them around.

How student perceives teaching and learning process is influenced by their peers in the classroom, however this might not be the case when dealing with average to poor students.

Attitude refers to the thought of an individual concerning an issue (Ajzen, 1998). Research conducted by Chemwei,2003 have showed that students who were taught using cooperative teaching and learning method showed positive attitude than those taught using other teacher

centered methods. In research done by Saye &Abboth there was great improvement in academic when cooperative teaching method was incorporated as a teaching methodology

Research have showed that teachers fail to use cooperative teaching and learning method because most of the students in class takes this method as a waste of time and instead of using the moment to do the given task ,they just make noise and participate in other unnecessary tasks. Average students have negative attitude towards the poor students in class, so after a task is given they prefer completing the task by themselves leaving behind the poor students at the end of the session the students will not achieved his/her teaching objective. According to Johnson &john, for cooperative teaching methodology to be effective, the students must be willing to work together in a group and this will enhance learning.

Students' attitudes and views have been used in numerous research as a reliable indicator of an instructional method's effectiveness (Peterson & Miller, 2004; Gupta, 2004; Armstrong, Chang, & Brickman, 2007; Hanze & Berger, 2007). There are several factors to think about when using attitudes and perceptions as an assessment technique. (1) Is the technique being assessed new to the students? Cooperative learning has a reputation for enhancing the educational experience, but when it is first presented in the classroom, students are frequently wary of it (Phipps, Phipps, Kask, & Higgins, 2001). (2) Had students participated in unsuccessful group projects before the evaluation experience? Students who have taken part in group activities frequently encounter problems like "freeloading." They have a bad attitude toward cooperative learning because of this, and it transfers over into the new experience. (3) Do pupils anticipate this approach to learning? Students, particularly those in college, have preconceived ideas about what college instruction should entail. They anticipate being lectured to and expected to learn the material in a teacher-centered environment. Many people don't anticipate coming into contact with a learner-centered, problem-solving, and student-interactive environment.

Some university or college instructors who want to incorporate cooperative learning into their class instruction may find it challenging due to the previously mentioned issues affecting student attitudes. Because cooperative learning was not what they anticipated to be doing in that particular course, students may view it as ineffectual or unsuccessful. They can say that the reason why they did not enjoy it was because it required more labor than they anticipated or believed it should. The rating and reputation of the instructor among the students may suffer as a result of these attitudes and perceptions. Despite cooperative learning's proven usefulness for

instructing, instructors without tenure may be reluctant to use it since they are particularly susceptible to receiving negative ratings (Phipps, Phipps, Kask, & Higgins, 2001).

If the experience is to be successful for both the teacher and the student, there are some crucial aspects that demand attention. Implementing effective cooperative learning that leads to better teacher evaluations is a very dynamic, complex process that necessitates taking a continuous "temperature reading" of the students' perceptions (Phipps, Phipps, Kask, & Higgins, 2001, p. 15). In order to account for shifting views among pupils, instructors must regularly assess and modify the curriculum. Supporting their faculty during the implementation phase is another way that institutions may help with this shift from teacher-centered to cooperative or student-centered classrooms in higher education. Even while academic achievement is rising, evaluations may be lower. Although students may be learning more, this does not guarantee that they will appreciate the additional or novel types of assignments they must do. In order to ensure the highest possible level of education for their students, institutions should also equip faculty with the necessary training to assist them design and modify their courses.

2.10 Teacher's competencies and experience

Teacher competencies refer to combination of knowledge, skills, values and attitude that the teacher acquires during training and enables him/he to act professionally towards the students.

Teachers' experience refers to the number of years a teacher has taught since he/she graduated. These two aspects are very important when it comes to the implementation of cooperative teaching methodology. Gilles points out that if a teacher is not embracing cooperative teaching and learning methodology may be due to lack of knowledge on how the method should be implemented in class. A research on science subject performance shows that, students performed better in those schools where teachers had been trained on how to use cooperative method of teaching and learning. According to, Roseth, an educator must find ways to encourage communication in class, interaction between students and teachers, encourage problem-solving and reasoning among the students, so that the student can feel they are getting some emotional support and safety among themselves.

Hesitance to take up cooperative learning and teaching methodology among teachers in a school, may be as a result of the pressure it places on educational program and the personal dedication the teacher needs to put in place (Kohn, 1992). The teachers also lack enough time to use the

instructional material required in enhancing cooperative learning and teaching, due to the time limit placed on them to complete the syllabus (Honge, 2011).

Therefore teachers requires to be trained on approaches of cooperative teaching and learning , appropriate time to use the methodology and the skills used in creation of groups so that is can be easy for all teachers to implement it (Donigi ,2013).

2.11 Available teaching and learning resources

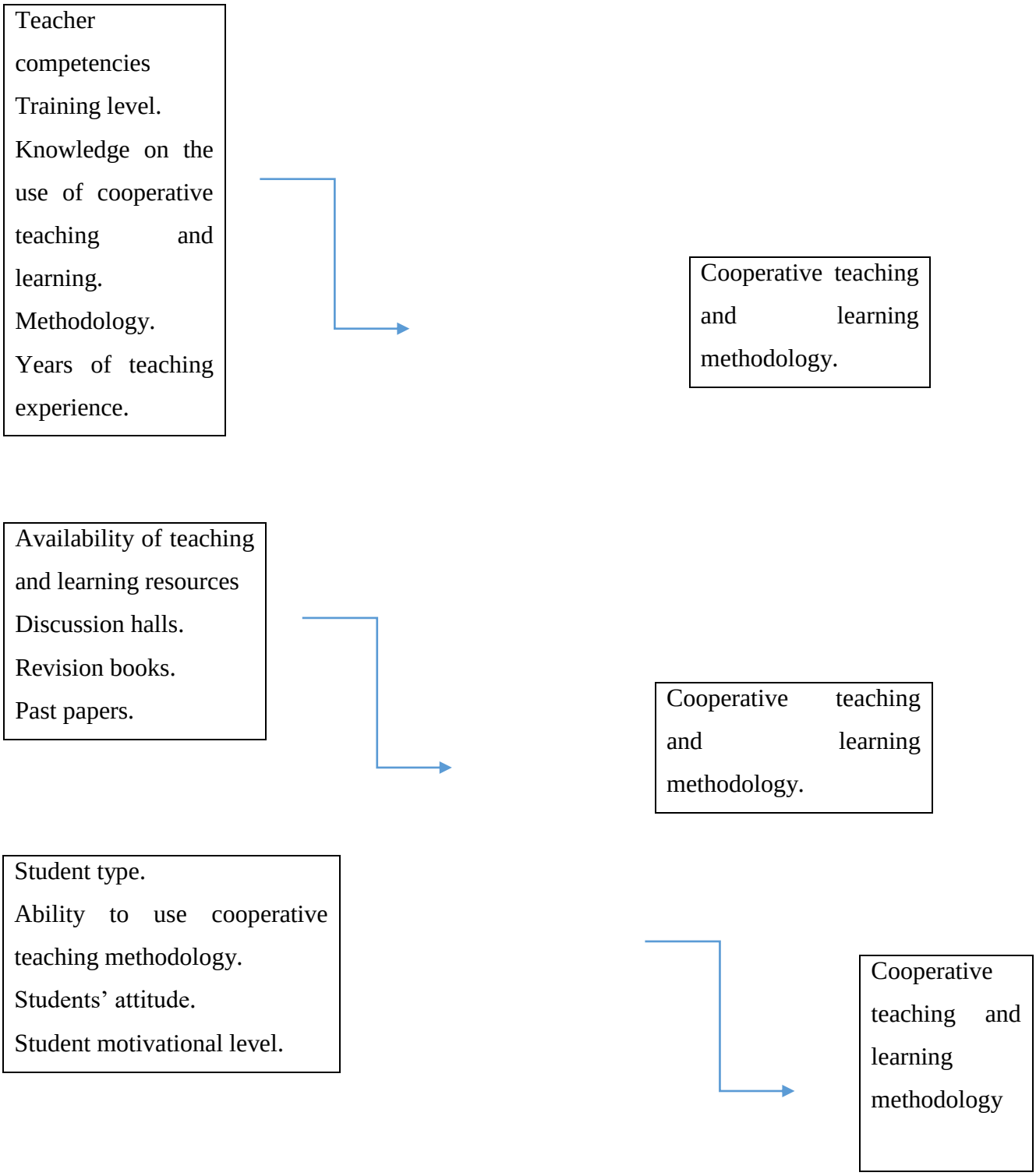
Hertz 2008 insisted on how important it is to prepare classroom and making sure that the teachers always give difficult task so that the students can sharpen their skills on problem solving and reasoning. The availability of large classes and halls to set up the groups for cooperative learning and teaching will influence a lot the effectiveness of this teaching methodology. The research also shows that, for cooperative teaching and learning methodology to be successful, revision books, past papers must be provided so that the teacher is able to give relevant task within the syllabus coverage and areas that examiners focus on, if this resources are not provided then it means implementing this methodology will be a challenge especially in local day secondary schools where the resources are very scarce.

According to Wahlstron, 2004, the school principal, plays a major role in achieving the school set goals. He/ she helps in bringing together resources so that the classroom instructions can improve ,therefore for an effective implementation of cooperative teaching and learning in a school ,he/she must bring together resources and also set policies that the teachers should follow so that the methodology can be implemented.

2.12 conceptual frame work

It show the how cooperative teaching and learning methodology implementation is influenced by various factors. The knowledge of constructing this frame work is gotten from Piagent theory of Constructivism which state that learners get knowledge from out of what they experience in learning and their learning experience is determined by the teaching methodology the teacher choses. The dependent variable was cooperative teaching and learning methodology and the independent variable are: student attitude, student type, teachers' level of experience and competency, available teaching resources and school administration.

FIGURE 1: COCEPTUAL FRAMEWORK



CHARPTER 3

METHODOLOGY

3.0 Introduction

The chapter will discuss the following subsections: research design, target population, sample size and sampling technique, research instruments, and pilot testing of the research instruments, validity and reliability of the research instruments, data collection procedure and ethical consideration

3.1 Research Design

The study used descriptive survey design where primary data was collected from day secondary schools in Nyeri County. According to Orodho 2002, descriptive survey is the most varied design to collect opinion about people.

3.2 Target population

The target population was made up of 25 day secondary schools in Nyeri County, 5 principals each from one school, 5 HODs from each school to represent five departments and 1000 form four students considering there are a minimum of 40 students in form four classes per school. A total 1130 respondents from 25 day secondary schools were used i.e.1000 students, 125 HODs and 5 principals.

3.3 Sample Size and Sampling Technique

The study used random sampling technique to select day school within the county, factors such as, school size, school, population, school academic performance were not considered. Out of 25 schools only 8 schools were randomly selected, and in each school, 5 H.O.Ds were randomly selected and 8 principals each from one school.

TABLE 3.3; Summary of the sample size

RESPODENT	TARGET POPULATION	SAMPLE	%
Schools	25	8	30
HODs	125	40	30
Students	1000	300	30
TOTAL	1150	348	30

3.4 Research tools

The research tools that were used include; interviews and questionnaire. The questionnaire was used to collect data from the HODs and the students will. The interviews were scheduled for the principals so that their availability can be factored out

Both open ended and closed ended questionnaire were used, this made it easy to reach out to large number of respondents since thy are able to write independently and they were given a chance to think broadly which made it possible to get more information . The closed ended questionnaire was used where specific responses were needed.

The questionnaires were in two sets; one for the students and the other one for the HODs. Questionnaire was the most appropriate for this study because, it is less expensive and gives the respondent to think carefully about the answers they give and it will get to many respondents within a short period of time. The questionnaire gave a sense of privacy since the respondents will not be required to write their names. Rosernberg attitude scale was used as a measure the items in questionnaire. Whereby the questions will have three point ranging from SA- strongly agree, A – agree, D – disagree.

Interviews were scheduled for the principals depending on their availability; this ensured that their normal programmers were not interfered with their schedule. The interview had the following advantage to the study; it utilized limited time , accurate information about the administration were captured, the attitude of the school administration towards cooperative teaching and learning methodology was understood .it was cost effective as it did not require printing of many materials.

3.5 Pilot Testing of the Research Instruments

From the sample, two schools were selected to test if the research instrument were good enough to collect the expected data. The purpose of this was to clarifying the research instrument before the actual study.

3.6 Validity and reliability of the Research Instruments

Validity refers to the ability of the research instrument to bring out the result that it is meant to, reliability, it the degree at which the instrument can be depended on for accuracy. This was sorted out by seeking guidance from the supervisor and colleagues and also the questions on the questionnaire were made easy and clear as possible.

3.7 Data Collection Procedure

The questionnaire was used to gather data from teachers and students. The principals from the selected school were contacted early in order to agree on the most appropriate time to avoid destructing normal school programs. The researcher introduced himself and gave out a letter from the University that acted as research permit and explained to the respondent the purpose and significance of the study, this created a positive environment between the researcher and the respondents. The questionnaire was given to the teachers and students and they were given time to respond to all the questions, while a short interview conducted to the principal.

3.8 Ethical Consideration

After the supervisor approves this proposal, an introductory letter will be collected from the university, so that the letter will be used to get permission from the principals and it will be stamped in schools where the research has been carried out. During data the researcher will seek permission from the respondent before giving out the questionnaire, those who refuse should not be nagged, the respondents will be assured of the privacy of the information they give as they will not be required to provide their names.

CHARPTER 4

DATA ANALYSIS, PRESENTENTATION AND DISCUSSION

4.1 INTRODUCTION

The aim of the study was to find out what is the main factors that affect the implementation of cooperative method of teaching in day secondary schools in Nyeri County. The following were the objectives set for the study; find out how student type influences cooperative learning and teaching methodology in day secondary schools in Nyeri County, evaluate how student attitude influences cooperative teaching and learning methodology in day secondary schools in Nyeri County, find out how teachers experience and competence influences cooperative teaching methodology in day secondary schools in Nyeri County, evaluate how availability of teaching and learning resources influences cooperative teaching in day secondary schools in Nyeri County and find out how school administration influences cooperative teaching and learning in day secondary schools in Nyeri County.

4.2 Return rate of the questionnaire

The study sample population was made up of, 8 day secondary schools, 40 HODs and 300 students. The questionnaire was given to the students and teachers in the morning hours and they were to be collected later in the afternoon, to ensure they get enough time to respond to all the items. The table 4.2 gives the summary

Table 4.2: summary of questionnaire return rate

Respondent		**Returned**	**%**
HODs	40	30	90
Students	300	270	90
Total	340	300	90

4.3 Results

The data collected was analyzed using tables for easy presentation and interpretation

Total respondents.

School	**Principals**	**HODs**	**Students**
GACHIKA	1	5	30
KAHIGA	1	4	25
NYARIBO	1	3	20
NGANGARITHI	1	5	30
RWARE	1	5	20
ST, VINICENT	1	5	40
KAMUYU	1	4	30
GATITU	1	2	20
ST.JOSEPH ARAMANO	1	5	20
KARUNDAS	1	5	25
10	10	46	260

The data that was collected from the interviews and questionnaire showed that factors that prevent schools effective implementation of cooperative teaching and learning methodology in day secondary in Nyeri County can be categorized into 3 major categories: school based factors, teacher based factors and student related factors.

Table 4.3: factors that prevent implementation of cooperative teaching and learning methodology

Category	%
Student based factors	80.5
School based factors	14
Teacher based factors	5.5

From the above table it is clear that the main factors that hinder implementation of cooperative teaching and learning methodology are student based factors, followed by school based factor and teacher based factors plays minimum role in the hindrance

4.3.1 Student based factors

Table 4.2.1: summary on the students view towards cooperative teaching and learning methodology

Item	**5-SA %**	**4- A %**	**3-UN %**	**4-D %**	**5-SD %**
We use small discussion groups to discuss concepts taught in class	70.0	25.0	4	0.5	0.5
Teachers insist on team work	99.0	1.0	0.0	0.0	0.0
Our class is too small to allow space to set up discussion	0.5	0.5	3.0	6.0	90.0
Some students look down on themselves and lack motivation to contribute to group work	70.0	20.0	5.0	2.5	2.5
Top students in class feel dragged back when the work	60.0	35.0	2.0	2.0	1.0

with poor students					
Our teachers are trained and with good experience in teaching	99.0	1.0	0.0	0.0	0.0
School calendar allows time for syllabus coverage and revision before exams	0.5	0.5	4.0	15.0	80.0
Teachers remain in class during discussion and guide us	95.0	5.0	0.0	0.0	0.0
Our school have enough teaching and learning resources to allow for cooperative teaching and learning	50.0	20.0	4.0	6.0	20.0
Top students ready to help one another	2.5	2.5	10.0	30.0	55.0
The school administration plays a role to ensure cooperative	90.0	10.0	0.0	0.0	0.0

teaching and learning is implemented					
Some student use group discussion time to do other task	40.0	60.0	0.0	0.0	0.0
Teachers usually mark and correct us after the task	75.0	25.0	0.0	0.0	0.0
Students procrastinate the time they are supposed to submit the work to the teacher for making	95.0	5.0	0.0	0.0	0.0

In this section the interest was to achieve the first and the second objective of the study, which were, to find out how student type and student attitude influences the implementation of cooperative teaching and learning methodology

The table below indicates the various factors that describe student attitude and categorizes students into different categories that are based on students and their percentage, starting from the highest lowest

Students' attitude was measured by a 5 level scale, with the highest being strongly agree and the lowest being strongly disagree. From the table it is clear that there is team work among the students and also the teacher insist but some of the factors that makes this team work unsuccessful is the fact that some students look down on others i.e. the bright students in class do not want to work with the poor students because they feel thy will be wasting time. The school calendar due to corona virus pandemic became so much squeezed that there is no enough time

for syllabus coverage and revision, therefore time for group discussion lacks as each student tries on catching up with class work.

It is also clear from the results of the questionnaire that some student use the time set for discussion to do other tasks rather than completing the task given by the teacher, this has result in time wasting and it discourages the teachers very much. Most students procrastinate handling in work, despite the challenges teachers are trying to implement cooperative learning methodology in day secondary schools in Nyeri County.

From the findings in the section it can be deduced that students have positive attitude towards cooperative learning approach and are ready to share amongst themselves although they acknowledge that cooperative learning approach slow down some students who especially have high academic capability .Attitude is an index of an individual's thoughts and feelings about issues in the environment (Ajzen, 1998). Attitudes are crucial in understanding the way people perceive the world around them, as they determine what a person will see and hear. A research conducted by Chemwei, (2003), Gitau, (2007) and Makini, (2006), on the effects of cooperative learning on student's attitude in poetry, biology and mathematics, results indicated that students taught through the cooperative learning approach developed a positive attitude as opposed to those taught by conventional methods. It is therefore the responsibility of the teachers to make the student understand that ,cooperative teaching and learning methodology is better than other convectional method and they should embrace it at all cost

4.3.2 School based factors

The school plays a big role in the effective implementation of cooperative teaching and learning Methodology , this because ,the school base factors will involve , school size , school available teaching and learning methodology and also the school administrator.

Table 4.3.2: school based factors that prevent implementation of cooperative teaching and learning

Factor	%
Tight academic calendar	10
Financial constrains	2

Small school facilities	1.5
Failure to set policies on use of teaching methodology	0.5

From the table it was clear that, the school contribute about 14% of the factors that prevent effective implementation of cooperative teaching and learning methodology. The major hindrance was due to the tight academic calendar, where by the term dates are very short but the syllabus is still the same and has to cover before the end of academic year. All in all it was evident that the school administrators had played their part in ensuring that they set policy that ensured the teacher incorporated cooperative teaching and learning methodology in their teaching method and in the time table there was the set time for group discussion. Financial constrains also played a part but the principals assured us that they were getting a lot of support from the parents to boost what the government gives. Despite the small classes and lack of halls, we find out that the student utilized the small classes and also open field as areas to set up discussion.

4.3.3 Teacher based factors

Demography of the teachers

The demographic characteristic of the teachers was considered, this include; their gender and the number of years they have since they started their teaching experience. This information was important as it helped to find out whether the research and the correct audience and if the research objectives will be met with the information acquired.

Table 4.3.3 a: summary of the teachers' demography

character	Type	Numbers	Percentage

Gender	Male	10	25
	Female	30	75
	Total	40	100
Length of stay in teaching field	0 to 1 Years	7	17.5
	2-4 Years	5	12.5
	4-6Years	7	17.5
	6-8	8	20.0
	8-10 Years and Above	13	32.5
	Total	40	100.0

From the table 4.2.3 most of the teachers in day secondary schools in Nyeri County are females I.e. 75% females and 25% males. In terms of their teaching experience, it is evident that most of the teachers had taught for more than 8 years and above and the lowest percentage having taught for 2-4 years, therefore most of the teachers had the needed teaching experience.

Since the teacher is the main player in the implementation of any teaching methodology, a lot of time and keen was taken to interact with the HODs. In evaluating how the teachers may hinder the implementation of teaching and learning methodology, the following was considered; teachers'' competencies, teachers' teaching experience .teachers 'lesson and attendance to workshops concerning cooperative teaching and learning methodology

Table 4.3.3 b: Attitude of the teachers towards cooperative teaching and learning methodology teacher based factors that prevent effective implementation of cooperative teaching and learning methodology.

Item	5-SA	4- A	3-UN	4-D	5-SD

	%	%	%	%	%
Training teachers on how to use the methodology make it successful	80.0	15.0	4.0	0.5	0.5
Cooperative methodology is difficult to us	95.0	2.0	0.1	1.0	0.9
I know the strategies applied in cooperative teaching and learning methodology	9o	8	1	0.5	0.5
The attitude of the students affects the effectiveness of the teaching methodology	80	15	3	1	1
Student type affects the effectiveness of the methodology	50	40	O	5	5
School administration	99.0	0.0	1.0	0.0	0.0

supports the teaching methodology					

From the table 4.2,3 b, the researcher wanted to find out the views of the teachers towards the factors that influence the use of cooperative teaching and learning methodology. The results were that, majority of the teachers agrees use of cooperative teaching and learning methodology is successful , however refresher training is necessary for the teaching methodology to be successful , this was 95% , the 4% were not sure if they needed refresher training and 1% thought training was not needed. Similarly the study found that most teachers accounting to 95% said the use of cooperative teaching and learning methodology was difficult to introduce that this was attributed to the fact that there was inadequate training offered to them , the attitude of students they are dealing with a and also the student type in their schools .

From the finding it was deduced that teachers are aware that training is necessary if use of cooperative approach is to be successful. If cooperative learning has to be used successfully in classrooms, teachers need to be taught how to work with groups and lessons and tasks need to be well organized (Baines, Blatchford, Galton &Kutnick, 2003). Teachers competencies in this case includes teachers training to use, qualification and experience and both can influence teacher use of cooperative learning approach in that if

He/she is trained in the use of the approach and has taught for a number of years they will implement in class. Cooperative learning groups are rare, because many teachers are not well trained and often seek shorts cuts to quality group work, perceive time as barrier to its implementation and tend to assume that traditional classroom groups will suffice (Antil, Jenkins, Wayne & Vadasy, 2010).

Chapter 5

Summary of the Report, Conclusion and Recommendations

5.1 summary of the report

The study main reason for carrying out this study was to find out factors that influence implementation of cooperative method of study in day schools in Nyeri County. The study utilized descriptive survey design where by the primary data was collected in local day secondary schools in Nyeri County. The sources for secondary data was from previous researches that have been conducted by other researchers as it is in chapter two on review of related literature. The research used questionnaire and interviews as the main tools for data collection.

The result shows that most of the students pointed out that the lessons taught using this methodology were ,interesting , and the concept was well captured compared to the lessons taught using lecture method ,whereby it's the teacher only talking and this makes them to get bored and doze off.

The factors that have prevented successful implementation of cooperative teaching and learning methodology mainly were student centered where by the bright students felt as if they were dragged behind when they get involved with non-performers. The teacher also indicate that insufficient time has been set for group discussions, insufficient revision materials that are approved by national examiners and also squeezed academic calendar. The teachers also pointed out that both external and internal trainings were very important.

5.2 conclusion

The following conclusions were made from the research, that cooperative teaching and learning methodology help the student to develop excellent skills in problem-solving and verbal skills. It entails student learning in small groups of five, which increases their motivational level in academic works. There are different types of approaches that helps in achieving cooperative teaching and learning methodology and an educator just need to choose the one that best suit his/her students depending on the student type.

For cooperative teaching and learning methodology to be successful , the student need to be given full details on ; what the method entails, how is the method going to benefit them and how should the method work.

This will eliminate the few students who have negative attitude towards cooperative teaching and learning methodology. Therefore it is the role of the teacher to ensure all the student based factors that hinder effective implementation of cooperate teaching and learning methodology are eliminated, because without the cooperation of the students teaching cannot proceed as planned and the lesson objectives cannot be met. On the other hand the administration need to ensure that it provide all the required teaching and learning resources.

5.3 Recommendation

Students need to be given guidelines on how cooperative teaching and learning should be carried out. This is because if it is not checked well it can lead to time wastage which result in very poor academic performance

The student also need to be taught the importance of working as a group in order to achieve similar school goal ,this especially in candidate class who are working towards common mean score .

The school should be provided adequate resources and also spacious classrooms constructed so that to create a conducive teaching and learning environment for both teachers and students.

Regular workshops should be created to equip teachers with more skills in determining the type of teaching methodology depending on the type of students.

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APPENDICES

APPENDIX 1: INTRODUCTION LETTER

EMMANUEL MARETE MURIITHI

UNIVERSITY OF NAIROBI

P.O BOX 30197,

NAIROBI

Dear Sir/Madam

RE: REQUEST FOR RESEARCH

I am a Postgraduate Diploma in Education (PGDE) student from the University of Nairobi.

I am kindly requesting to carry out a research in your school, involving your teachers and students.

The research topic is; FACTORS INFLUENCING IMPLEMENTATION OF COOPERATIVE TEACHING AND LEARNING METHODOLOGY IN DAY SECONDAY SCHOOLS IN NYERI COUNTY

A Research is to be conducted for In Partial Fulfillment of the Requirements for the Awards of Post Graduate Diploma in Education in the School of Education, UNIVERSITY OF NAIROBI

Your acceptance will be highly appreciated

Yours faithful

EMMANUEL MARETE MURIITHI

L40/26804/2019

APPENDIX 2; QUESTIONNAIRE FOR TEACHERS

The purpose of the study is to find out which are the factors that influence implementation of cooperative teaching and learning methodology.

NB: The response you give will be treated with high level of confidentiality

INSTRUCTIONS

i. DO NOT write your name

ii. Respond to ALL the questions.

1. Gender

A, Male

B, Female

2. How many years have you taught?

A 0-1 YEAR

2-4 YEARS

4-6 YEARS

6-8 YEARS

8-10 YEARS

MORE THAN 10

Item	5-SA	4- A	3-UN	4-D	5-SD
Training teachers on how to use the methodology make it successful					
Cooperative methodology is difficult to us					
I know the					

strategies applied in cooperative teaching and learning methodology					
The attitude of the students affects the effectiveness of the teaching methodology					
Student type affects the effectiveness of the methodology					
School administration supports the teaching methodology					

APPENDIX 3; QUESTIONNAIRE FOR STUDENTS

The purpose of the study is to find out which are the factors that influence implementation of cooperative teaching and learning methodology.

Cooperative teaching and learning, is a teaching methodology in which students works together in a group.

NB: The response you give will be treated with high level of confidentiality

INSTRUCTIONS

I. DO NOT write your name

ii. TICK on the response scale

SA - Strongly Agree

A- Agree

UN – Undecided

SA – Strongly Disagree

	SA	**A**	**UN**	**D**	**SD**
We use small discussion groups to understand concepts taught in class					
Teachers insist on team work					
Our class is too small to allow space for setting up discussion					
Some students look down on themselves and lack motivation to contribute in groups					
Top students in the class feel dragged back when they work with poor students					

Our teaches have undergone training on cooperative method of teaching and learning					
School calendar allows time for syllabus coverage and revision before main exam					
The teachers remain in class during discussions and guide us					
Our school have enough teaching and learning resources to allow for cooperative teaching and learning					
Top students are ready to help one another					
The school administration plays it role in ensuring cooperative teaching and learning methodology is implemented in the classrooms					
We are fully used to working in small groups					
Some student use group discussion time to do other unnecessary work rather than the given work					
Teachers usually mark and correct us after the task					

Students procrastinate the time they are supposed to add in work to the teacher					

APPENNDIX 4; WORK PLAN

Period / Activity	JUNE	JULY	AUGUST	SEPTEMBER
Writing proposal				
Reconnaissance				
Collecting data and analyzing				
Writing project report and submitting				