

**RELATIVE EFFECTS OF COOPERATIVE MASTERY  
LEARNING TEACHING APPROACH ON STUDENTS'  
MOTIVATION TO LEARN CHEMISTRY IN SECONDARY  
SCHOOLS IN BOMET COUNTY, KENYA.**

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**ABSTRACT:**

This study investigated the effects of Cooperative Mastery Learning Teaching Approach (CMLA) on secondary school students' motivation in chemistry in Kenya's Bomet District. Non-equivalent control group design under quasi-experimental research was used in which four co-educational district secondary schools were sampled from the schools in the District. Each school provided one Form Two class for the study. This translated to a total of 205 Form Two chemistry students. Students in all the four groups were taught the same chemistry content of the topic, Effect of Electric Current on Substances. In the experimental groups, CMLA teaching strategy was used while Conventional Teaching Methods were used in the control groups. Data were collected using Students' Motivation Questionnaire (SMQ) whose reliability coefficient was 0.82 hence suitable since it was greater than the threshold of 0.70. A t-test, one-way ANOVA and ANCOVA statistical techniques were used to analyse the data. The Statistical Package for Social Sciences (SPSS) computer package was used in data analysis. All statistical tests were subjected to a test of significance at 0.05  $\alpha$ -level. The findings indicate that the motivational level was higher for students taught using CMLA than for those taught using conventional teaching methods. Since CMLA enhances students' motivation towards chemistry, educators and teachers should be encouraged to use it in an attempt to improve performance in chemistry. In addition, teacher education institutions should make it part of their teacher training curriculum content.

**KEY WORDS:** Cooperative Mastery Learning, Motivation, Learning Chemistry

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