

IMPACT OF CO-OPERATIVE LEARNING APPROACH ON ACQUISITION OF SOCIAL SKILLS BY SECONDARY SCHOOL AGRICULTURE STUDENTS IN BAHATI DIVISION, NAKURU SUB-COUNTY, KENYA

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ABSTRACT

This study sort to find out whether Cooperative Learning Approach (CLA) when used to instruct agriculture students can help them acquire social skills that will prepare them to function effectively in the society. Although research has shown that CLA is learner-centered and it is said to enhance students' acquisition of social skills, no empirical data has been collected focusing on CLA in secondary school learners in Bahati Division, Nakuru county, Kenya. A non-equivalent control group design under quasi-experimental research was used. The experimental group had 76 students while the control group had 78 students. Form one class was selected from each school and randomly assigned either to the experimental group or the control group. Specialists reviewed the Social Skill Questionnaire (SSQ) to determine its validity. The instrument was then pilot-tested before use to ascertain its reliability. All the selected four classes were taught the topic 'Factors Influencing Agriculture' for four weeks. The teachers who used CLA were inducted prior to the experiment. The SSQ was then administered to all students. The data collected were analyzed using t-test of independent samples. The null hypotheses were tested at 0.05 level of significance. The results show that social skills were enhanced among the students where CLA was used for instruction. Hence, agriculture teachers should be encouraged to use CLA and teacher training institutions should include CLA in their curricula. There is also need to retrain the practicing teachers who may not have been exposed to CLA use in agriculture.

KEY WORDS: Co-operative Learning Approach, Social Skills, Secondary school students, Agriculture.

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