

GENDER DIFFERENCES IN ACQUISITION OF SOCIAL SKILLS WHEN CO-OPERATIVE LEARNING APPROACH IS USED FOR CLASSROOM INSTRUCTION

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ABSTRACT:

Much has been said about the benefits of Co-operative Learning Approach (CLA) one of them being the fact that as students are organized into teams for learning purposes, they are able to hone their social skills. Employers have expressed the need for employees to have both the technical and the social skills. This need that has been expressed by the employers should be met in the way teachers interact with the students in the teaching/learning process. The purpose of this study was to find out whether the level of social skill acquisition is similar in both boys and girls when CLA is used. A non-equivalent control group design under quasi-experimental research was used. Four schools were randomly selected from the sub-county's co-education schools in Kenya. A Form one class was selected from each school for the study. A total of 154 students were involved. Random assignment was done to place two of the selected schools in the experimental group and two schools in the control group. The instrument used was the Social Skill Questionnaire (SSQ) which was pilot-tested and validated before use. The instrument had a reliability coefficient of 0.716. All the selected four classes were taught the topic 'Factors Influencing Agriculture' for four weeks. The agriculture teachers who used CLA went through an induction workshop prior to the treatment. The instrument SSQ was then administered to all. After treatment, the data collected were analyzed using t-test of independent samples. The null hypothesis was tested at 0.05 level of significance. The findings of this study indicate that there is no significant gender difference in academic achievement among agriculture students when cooperative learning approach is used.

KEYWORDS: Co-operative Learning Approach, social skills, Girls, Boys, Gender, Secondary School.

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