

**Contribution of Cooperative Learning Methods on Academic Achievement of Students of Higher Learning Institutions
The Case of Moshi Co-operative University**

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Moshi Co-operative University (MoCU), 2018

Abstract

The study aimed at investigating the contribution of cooperative learning methods on higher learning students' academic achievement. Using a sample of 110 first year students of Certificate in Microfinance Management (CMF) and Certificate in Management and Accounting (CMA) to measure their performance in the subject of introduction to sociology over eight weeks of instruction at Moshi Cooperative University (MoCU). Co-operative learning is a teaching method where students of mixed levels of abilities and performance are included in groups made to work together and rewarded according to the group's success not the success of an individual member. Each student maximizes own and each others' learning applying the Tuckman's (1965) learning model.

A sample of 110 students was selected through purposive sampling. These students were divided into two matched groups of 55 to be taught by the same lecturer. In the experimental group, cooperative learning method was employed while in the control group, lecture-based teaching was used. To determine the effect of cooperative learning method on student's achievement in the difference between the scores of the control and experimental groups on various variables at groups $p\text{-value} < 0.05$ level was tested. The results showed that after approximately 8 weeks of instruction, the experimental group outsourced significantly the control group on post test than did students who were instructed using lecture-based teaching, showing the supremacy of cooperative learning method over traditional learning method. Hence, the ultimate result of the study informed that cooperative learning methods showed more effective in the teaching the subject of introduction to sociology compared to the traditional learning subject.

Furthermore, cooperative learning appeared to be more favourable for overcrowded classes. It is advised to control cooperative learning must include proper training and avert dangers associated including checking dominance by high performers, improper instructions by lecturers and ensuring closer follow-up in the process of learning by students in the groups allowing Formative Research Process (FPR)

Key words: Cooperative learning methods, sociology, learning, together, academic achievement, knowledge retention