ABSTRACT

This study investigated the effects of using Teams-Games-Tournaments Cooperative Learning Strategy (TGTCLS) on Students' Mathematics achievement. Quasi-experimental Solomon Four Non-Equivalent Control Group Design was used in the study. The target population was all secondary school students in Nyeri Central Sub-County. The accessible population was all form two students in the Sub-County. Simple random sampling was used to select four Sub-County public secondary schools. A sample of 180 form two students participated in the study. The study focused on the topic Similarity and Enlargement. This is one of the topics students perform poorly at the Kenya Certificate of Secondary Education examination. Two experimental groups (E1 and E2), were taught using Teams-Games-Tournaments Cooperative Learning Strategy as treatment while two control groups (C1 and C2), were taught using the conventional teaching methods(CTM). Mathematics Achievement Test (MAT) was used to collect data. Prior to the study, MAT was validated by four experts from the Department of Curriculum, Instruction and Education Management of Egerton University and three secondary school Mathematics teachers. MAT was administered to E1 and C1 before intervention and then to the four groups after intervention. Findings of this study show that learners in the experimental groups performed better than those in the control groups. It is recommended that secondary school teachers and students be encouraged to apply Teams-Games-Tournaments Cooperative Learning Strategy during the teaching and learning of mathematics in order to improve students' mathematics achievement. Curriculum developers and implementers are likely to benefit from this study in deciding on the appropriate learning strategy in order to improve mathematics performance. It is further recommended that teacher training colleges and universities should emphasize on Teams-Games-Tournaments Cooperative Learning Strategy as an effective method of teaching mathematics in the course of training of mathematics teachers.