

Influence of Collaborative Methods on Pupil's Performance in English Language in Kenya Certificate of Primary Education in Non Formal Schools in Korogocho, Nairobi, Kenya

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Abstract

The aim of this study was to establish the influence of collaborative classroom teaching on pupil's performance in English language in Kenya Certificate of primary education in non formal primary schools in Korogocho, Nairobi Kenya. The objectives of the study were to determine the extent to which learning in groups influence performance, influence of group assignment on pupils performance, the relationships between group discussions and performance in English language. The study was based on Instructional theory, and employed descriptive research design. The target population was 78 non formal primary schools, 78 directors, 180 teachers of English and 780 Pupils. Data was collected by means of questionnaires, focus group discussion and lesson observation guide. Data was analyzed using Pearson's correlation coefficient to test the relationship between dependent and independent variables. The study established that performance in English language was below average. It was also established that performance was affected by the instructional methods applied by teachers. Pearson's correlation coefficient results showed that collaborative method had significant relationships with performance in English language. This study is expected to provide useful information on instructional methods to be used in primary schools. The study recommends that the Ministry of Education should encourage the use of collaborative method in primary schools in Kenya. The study concludes that, teachers in Non formal schools should be exposed to the modern methods of teaching.

Keywords: Pedagogy, Non formal schools, Performance, Collaborative methods

1.0 INTRODUCTION

The primary purpose of teaching at any level of Education is to bring education fundamental change in Learners (Tebabal & Kahssay, 2011). To facilitate the process of knowledge transmission, teachers should apply appropriate teaching methods that best suit specific objectives and level of exit outcomes. The Kenya's education system is dominated by examination oriented teaching, where passing examinations is the only benchmark for performance because there is no internal system of monitoring performance at other levels within an education cycle. It is believed that the most important manifestation of quality education has to do with literacy, cognitive abilities, performance especially in English and progression to higher levels of learning (Maiyo, 2009). The best methods that can enhance performance in English language are collaborative methods. Collaborative methods are methods that enable learners learn with one another and with teachers. Collaborative teaching methods encourage co-operation, interaction and consultation among learners to engage their collective capacities to learn from different sources (Kimosop, 2015). In this method, pupils' learn mainly in groups and groups do not compete with each other, the method makes learning friendly and more conducive for concentration and enjoyment (Petty, 2009). Studies by Pratt (1994) as cited in Mungai (2013), shows that students who learn cooperatively tend to like each other, the teacher and the subject matter. When the pupils learn cooperatively they engage more in critical thinking, achieve more in subject content and develop higher levels of self esteem (Zakaria, Chin & Daudi, 2010). Until today, questions about the effectiveness of teaching methods on pupil's learning have consistently raised considerable interest in the field of research in Education (Hightower, 2011). Research on teaching and learning consistently try to examine the extent to which different instructional methods enhance growth in pupil's learning.

Regular poor performance in English language by the majority of learners is basically linked to application of ineffective teaching methods by teachers of English to impart knowledge to learners (Adunola, 2011). Substantial researches on effectiveness of teaching methods indicate that the quality of teaching is often reflected by the performance of learners. Ayeni (2011), argues that teaching is a process that involves bringing about desirable changes in learners so that achieve specific outcomes in order for the method used to be effective. Adunola (2011), maintains that teachers need to be conversant with numerous teaching strategies that take recognition of the magnitude of complexity of the concepts to be covered. Collaborative methods include; discussion method, dramatization, group assignments, and peer tutoring

Discussion method is a verbal interaction among learners with the teacher as the facilitator. It involves exchanging and sharing of ideas, experiences, facts and opinions on the given topic which is a requirement for good performance in English language particularly in National examinations. Studies by Mujunder (2010), found out that discussion method inculcates a spirit of tolerance in the learners, hence they learn to discuss and differ

and tolerate the views of others, even if they are unpleasant or contradictory to each other and makes learning interesting leading to good performance.

Dramatization is the activity that involves people in a specific social context and effective communication that goes beyond language competence and involves the use of gestures, body posture, intonation and prosodic features (Kimamo, 2012). These activities aim at developing confidence, motivation, trust and participation

Peer tutoring is a collaborative method that involves pupils helping each other. Teachers are encouraged to take peer tutoring seriously as it allows fast learners to teach slow learners who in turn have the opportunity to ask questions without embarrassment(Komolafu, 2010). Using this method, pupils can write compositions and read them to each other, then tell stories, practice spelling, dramatize situations or engage in role play. The teacher should be alert to make corrections on any wrong ideas or concepts acquired during peer tutoring and ensure proper time management and this enhances performance (Odundo, 2011).

Group assignments motivate learners to develop interest in the subject. Assignments help train learners to be independent and encourage learners to develop critical thinking. The assignments motivate learners and help teachers cover the syllabus on time hence good performance in English language despite the efforts done by directors of non formal schools, NGOs and religious groups, performance in English language has been dismal as shown on table 1 and 2.

Table 1 Comparison of mean score in English at KCPE Nationally, Nairobi, Kibera and Korogocho from 2009 to 2014

KCPE Mean (%) / year	2009	2010	2011	2012	2013	2014	2015
National's KCPE Mean	51.23	53.84	54.12	54.2	53.2	49.2	50.2
Nairobi County's KCPE	45.94	46.70	46.78	46.66	47.7	47.85	45.6
Kibera	40.5	32.4	42.7	43.5	42.5	43.6	45.3
Korogocho	36.5	32.4	39.7	43.5	42.5	42.8	43.1

Source: The year 2015 KCPE Examination report (KNEC 2014)

The mean percentage in English language in KCPE in Korogocho is below average that is below 50 percent. Table 2 compares the performance in English Language and other subjects.

Table 2 KCPE Mean Scores in English from 2013-2015 at Korogocho

Year	Eng	Kisw	Maths	Sci	S/ST
2013	49.40	53.32	65.45	61.44	60.34
2014	48.35	56.76	64.56	60.56	62.55
2015	47.89	51.5	68.88	60.72	61.47

Source: **Kasarani Education office, 2015**

The performance in English language in Korogocho is lower compared to other subjects as indicated in Table 2. However, pupils in both formal and non formal schools show lack or inadequate skills in English language (Daraja, 2011). Without these skills the learner remains illiterate forever. English in Kenya is a medium of instruction in all levels of learning and is an examinable subject in primary and secondary (Rao, 2011). It is therefore imperative that a study be carried out to establish the collaborative classroom teaching methods on pupils' performance in English language at KCPE in English in Non formal primary schools, Korogocho Nairobi County

1.1 STATEMENT OF THE PROBLEM

Performance in English language in both non formal primary schools and formal schools has been consistently poor at KCPE. Despite the Governments' effort of providing books and free primary education, the performance has remained low. This has been largely attributed to ineffective teaching methods by teachers of English. Despite the Government's efforts of introducing free primary education. Consequently, there is insufficient information on the influence of collaborative methods on performance of English in non formal schools in Kenya. This study therefore focuses on bridging the gap in knowledge by analyzing the influence of collaborative teaching methods on English performance at K.C.P.E in non formal schools in Kenya.

1.2 OBJECTIVES OF THE STUDY

- i. To determine the extent to which learning in groups influences performance in English Language at KCPE in Non formal primary schools.
- ii. To establish the influence of group assignments on pupils' performance in English language at KCPE in non formal primary schools.
- iii. To examine the relationship between group discussion and performance in English language at KCPE in Non formal primary schools.
- iv. To determine the extent to which dramatization influence performance in English language at KCPE in Non formal primary schools.

1.3 RESEARCH QUESTIONS.

- i. In what ways does learning in groups influence performance in English language at KCPE in Non formal primary schools?
- ii. How does group assignment influence performance in English language at KCPE in non formal primary schools?
- iii. What is the relationship between group discussion and performance in English language at KCPE in Non formal primary schools?
- iv. How does dramatization influence performance in English language at KCPE in Non formal primary schools?

1.4 LITERATURE REVIEW

Discussion method is a verbal interaction among learners, with the teacher as a facilitator. It involves exchange and sharing of ideas, experiences, facts and opinions on a given topic which is a requirement for good performance in English language at KCPE in non formal primary schools (Ronoh, 2008). Discussion method is suitable for; clarifying concepts and ideas, building consensus, gathering opinions and ideas from others and clarifying attitudes and values (Odundo, 2003). A study by Mujundar (2010), established that discussion method inculcates a spirit of tolerance in the learners, that is, they learn to discuss and differ, and tolerate the views of others, even if they are unpleasant or contradictory to each other and makes learning interesting leading to better performance in English.

Learning through group discussions bring out learners interests and motivates them to work. it gives learners an opportunity to talk about the things they really care about giving and justifying opinions in English and bring about a sense of accomplishment as they use the language to express complex ideas (Corroll, 2006). Discussion activities encourage critical thinking and are therefore excellent preparation for speaking tests hence good performance in KCPE. However, learners need help from teachers to structure their ideas. Discussion method is often used as a tool in classrooms when designed properly and used thoughtfully discussion tasks can be effective learning tool that promotes creativity, as well as generate meaningful interaction and understanding for the learner (Brown, 2008).

Tebabal & Kahssay (2011), established that well designed discussion and tasks would lead to progressive knowledge seeking inquiry on learning where learners are actively synthesizing new information with prior knowledge and experience in the process of creating not only new knowledge but also new understanding of the learning process.

Dramatization is an activity that involves people in a specific social context and effective communication in such social situations involves other forms of communication that goes beyond language competence and involves the use of gestures, body posture, intonation and other prosodic features (Kimamo, 2012). Drama is an active approach to learning where participants identify with roles and situations to be able to engage with, an aim of exploring and understanding the world they live in. learners would practice speaking English in a very low pressure environment, trying out vocabulary and sentence construction in a way the pushes them past the self-consciousness that could be an obstacle to success (Akinson, 2011). Essentially drama liberates the learners from the confines of the conventional classroom environment and gives the pupils the opportunity to draw on their own experiences and imagination in creating the material on which part of language class is based. Carroll (2006), found that using drama in a classroom as a means of teaching assists pupils learn academically, socially and developmentally. Teaching while using drama brings emotions and learning together. Most importantly, using drama to teach in non formal primary schools get pupils involved and gives them the power to have a key role in their education (Kempe & Holroyd, 2004). The aims of using drama in a language course is to provide an active, stimulating fun and creative environment in which to develop the learners' language, learning potential, as learners are encouraged to explore English through language and other forms of communications that may include, movement, action, dance and role play (Enever, 2011). These activities aim at developing confidence, motivation, trust and participation; oral and written communication skills; awareness of interpersonal and socio-cultural communication skills; accuracy and fluency of expression; linguistic intelligence and social interactive skills hence good performance in English language. In short, collaborative methods of teaching make learners active, responsible participants in their own learning and with own pace of learning. Collaborative methods enhance effective learning in English language. In these methods, learners play key role in learning while teachers only help them to develop the necessary knowledge and skills that enable them handle life issues and tasks independently (Hill & Hill, 2012).

2.0 MATERIALS AND METHODS

The study was conducted in non formal settlements of Korogocho which is located in Nairobi county of Kenya. The study adopted cross sectional survey design. Cross-sectional surveys collect data at one point in time from a sample selected to represent a larger population. The participants were 23 directors of non formal primary

schools, 54 teachers of English and 264 pupils of classes 7 and 8. Directors were selected by census; simple random sampling was used to select teachers and Solvins formula was used to determine the sample size of pupils. Questionnaires, lesson observations and FGDs were used in data collection. Data was analyzed using both descriptive and inferential statistics. Inferential statistics involved the use of Pearson's product moment correlation coefficient.

The use of various collaborative classroom teaching methods was the independent variables while students' mean performance in examinations was the dependent variable. These independent variables used include, learning in groups, group assignments, group discussions, dramatization, peer tutoring and composition reading. Using collaborative methods, teachers of English were asked to tick the most appropriate methods of teaching used in NFPSs. using five point likert scale to gather data; Strongly agree SA (5pts), Agree A (4) undecided U (3pts) strongly disagree SD (2 pts) and disagree (1pts).

3.0 RESULTS AND DISCUSSION

The following results were obtained from the study

8 teaching using various methods of instructions during English lesson

Teachers of English were asked whether used various methods of learning. The findings from the data collected are as shown in Table 3

Table 3 Teachers' responses on various instructional methods

Responses		SA	A	U	D	SD
Learning in groups	F	28	7	5	9	5
	%	52	13	9	17	9
Group Assignment	F	34	10	2	4	4
	%	63	19	4	7	7
Group discussion	F	24	16	0	6	4
	%	44	30	0	11	7
Dramatization	F	15	13	7	6	13
	%	28	24	13	11	24
Reading composition	F	16	8	5	10	15
	%	30	15	9	19	28
Interactions	F	10	9	6	15	14
	%	19	17	11	28	26

3.1 LEARNING IN GROUPS

Table 3 presents responses from teachers on pupils learning in groups, it is observed that majority of teachers 52% put pupils in learning groups, 17% disagreed to the method of learning in groups as the argument was learning in groups consumed a lot of time and delayed syllabus coverage, 9% were undecided as 9% strongly disagreed to the method and 13% agreed to the method that as it empowers learners to express themselves in English. It can be concluded that learning in groups was a common method in NFPSs and most teachers applied the method because learners were free to share and enhanced the spirit of togetherness.

3.2 GROUP ASSIGNMENTS BY TEACHERS

Assignments are given to pupils' after the lesson, this is done to evaluate whether learners understood the lesson or not. It also motivates learners to develop interest in the subject. Teachers were asked whether learners were given assignments during the lesson. The findings are shown in Table 3.

Table 3 shows that majority of teachers 63% gave assignments to pupils, 7% did not give assignments to learners, 4% were undecided, 19 % agreed that assignments in English lesson was a must as 7% disagreed to the method. It can be concluded that a teacher of English has a responsibility to give assignments to learners after every lesson; therefore assignments must be given in an English lessons despite lack of training among teachers. Assignments help train learners to be independent and encourage learners to develop critical thinking. The assignments motivate learners and help teachers cover the syllabus on time hence improves performance in English language

3.3 TEACHERS AND GROUP DISCUSSIONS

Teachers were asked whether they used group discussions during English lessons. Table 3 indicates that most teachers 44% use group discussions in an English lesson, 11% disagreed to the use of group discussions, 30% agreed that pupils learnt in group discussions, 7% strongly disagreed to the method arguing that group discussions required free time or during prep while those who supported the method argued that the method

relaxed learners minds and many ideas were brought on board. These views were in line with those of Chang (2002), who asserted that group discussion activities encouraged critical thinking and were excellent preparation for speaking tests

3.4 TEACHERS AND DRAMATIZATION METHOD

Dramatization is an activity that involves pupils in a specific social context and effective communication in social situations which involve other forms of communication that goes beyond language competence and involve the use of gestures, body posture, intention and other prosodic features (Kimamo, 2012).

Teachers were asked whether they used drama in teaching English lesson. Table 3 indicates that most teachers 28% used drama in teaching English, 24% strongly disagreed to the method, 13% were undecided, 11% disagreed to the use of drama and 24% agreed to the use of drama method. Those who disagreed argued that drama needed a lot of exposure and if learners were active enough to dramatize. Those who supported the method argued that the method activated the learners. From these discussions it can be concluded that dramatization was appreciated by teachers of English in non formal primary schools as it effected communication in social situations involved other prosodic feature (Kimamo, 2012).

3.5 TEACHERS AND READING COMPOSITION DURING ENGLISH LESSON

Teachers were asked whether pupils' were allowed reading their composition in class for others to hear and support, as one of the collaborative methods. Table 3 shows that most teachers 30% allowed pupils to read composition in class for others to offer comments, 28% strongly disagreed with the method, 9% were undecided and 19% disagreed with the method, 15% agreed to support the method of pupils reading composition in class. Those for the idea argued that learners needed to be free to express themselves in front of other pupils and gain confidence. The 28% argued that reading composition in class consumed more teaching time and learners were not competent. It can be concluded that reading composition in class was good for first learners and discouraged slow learners but all in all it is a good collaborative method of involving learners in class and help pupils in practicing to speak English.

3.6 INTERACTIONS BETWEEN TEACHERS AND PUPILS'

Teachers were asked whether they interacted with pupils freely during English lessons. Table 3 shows that most teachers 19% strongly agreed that freedom was given to learners in their group discussions, 28 disagreed to the method, 11% were undecided, 26% strongly disagreed to the freedom to learners as they believed that freedom would divert the pupils mind and 17% agreed that freedom for learners would make them free and enjoy the discussions. These views were shared with Petty (2009), who argued that free discussion brings out learners interest and motivated them; it is a chance for learners to talk about the things they really care, about giving and justifying opinions in English which can bring a sense of accomplishment, as they are using the language to express complex ideas (Petty, 2009)

3.7 PUPILS' RESPONSES ON VARIOUS METHODS OF INSTRUCTIONS

Pupils' were asked to respond on the instructional methods used by teachers. Their responses are shown in Table 4

Table 4 pupils responses on instructional methods used

Responses		SA	A	U	D	SD
Group discussion	F	0	5	3	9	6
	%	0	21	13	39	26
Group assignment	F	3	5	4	6	5
	%	13	21	17	26	22
Peer tutoring	F	2	4	5	7	5
	%	9	26	21	30	22
Reading composition	F	6	4	5	5	3
	%	26	17	21	35	13

3.8 PUPILS' AND GROUP ASSIGNMENTS

Pupils' were asked whether received group assignments from teachers of English. The findings are as follows on Table 4 which shows that majority of pupils' 65% received group assignments from their teachers, 35% did not receive group assignments. Assignments to learners engaged their brain positively and kept them critical in their thinking and reminded them of what they had learnt in the lesson. Group assignments are one of the collaborative methods of teaching. The methods keep learners active and develop the skill of critical thinking.

Most teachers use this method to a certain whether the learners had understood the topic in question.

3.9 PUPILS AND GROUP DISCUSSIONS

Pupils were asked whether they were grouped in discussion groups during English lessons. Table 4 indicates that majority of pupils, 39% disagreed to the method, 21% agreed that they were put in group discussions, 13% were undecided and 26% strongly disagreed to the method. This implies that, sometimes depending on the teacher, group discussions existed in non formal primary schools although majority of the teachers did not use group discussions in their teaching methods as they cited the need of syllabus coverage on time. These was in line with Odundo (2003), who asserted that in discussion method the emphasis is on learning, learner activities is more effective in teaching English if it is properly planned. It can be concluded that group discussion method was used in NFPSs

3.10 PEER TUTORING

Pupils' were asked whether peer tutoring was used in their English lessons. The responses are shown in table 4. Indicate that majority 30% disagreed to peer tutoring, 26% agreed that peer tutoring was used when teachers were on strike, 22% strongly disagreed to the method as they complaint of time. This concludes that peer tutoring is sparingly used in non formal primary schools although it could be the best instructional method as it involves learners themselves who are free with each other and can enhance learning

3.11 LESSON OBSERVATION AND COLLABORATIVE METHODS

Lesson observations were done to establish whether collaborative methods were used during English lesson. The findings are shown in Table 5

Table 5 Responses on lesson observation and collaborative teaching methods

Responses	Frequency	Percentage
Low (<25%)	23	43
Satisfactory (>50%)	15	28
Good (<75%)	12	22
Excellent (> 75%)	4	7
Total	54	100

The results in Table 5 shows that most teachers 43 % were rated low by the researcher (<25%) in the use of collaborative teaching methods 28 % were rated satisfactory (>50%), while 22 % were rated good (<75) and 7 % were rated excellent (over >75%). These results therefore show that most of the teachers were using collaborative teaching method. Some of the methods observed were: question/ answer method, working in groups and exchanging books for learners to read each other's work, marking each others' work and reading aloud in turns. For example, reading aloud, the teacher picked only the pupils who put up their hands, debates storytelling, role play, dramatization and other methods were not observed. Perhaps this was because only one lesson was observed and these methods were not suitable for the particular lessons observed. From the teachers use of question and answer method, it was observed that many pupils were timid and had difficulties in responding in complete sentences. They responded better when the answer required one word and in many cases, their pronunciation of English words was poor. The teacher spent some time correcting the pronunciation and often involved other learners to pronounce the words. In such cases, collaborative methods such as storytelling, debates dramatization and role play would be difficult to use due to the learners' limited mastery of English language and their poor speaking skills. This implies that at standard seven and eight, most learners in NFPSs have not acquired the expected competencies spelt out in the standard seven and eight syllabus. This implies that given opportunity the teachers can perform better than it has been today.

3.12 CORRELATION ANALYSIS ON THE USE OF COLLABORATIVE TEACHING METHODS AND PERFORMANCE IN KCPE

The objective of this enquiry was to determine the extent to which the use of collaborative methods influences pupils' performance in English language at KCPE in NFPSs at Korogocho. Six questions on use of collaborative methods were asked and results of Pearson 'r' correlation are presented in Table3.

Table 7 Correlation Analysis between use of collaborative teaching methods and performance in English language in KCPE

Collaborative teaching practice	Performance in English 'r'	
Pupils' engage in group discussion During English lessons	Pearson Correlation	.124
	Sig(2-tailed)	0.4229
	N	23
Peer tutoring during English lesson	Pearson correlation	-0.395
	Sig	0.429
	N	23
Pupils read composition during English lesson	Pearson Correlation	.147
	Sig	.492
	N	23
Question/answer method English lesson	Pearson Correlation	-147
	Sig	-0.004
	N	23
Dramatization is often used During English lessons	Pearson Correlation	-.030
	Sig	.889
	N	23
Teacher always gives group Assignment	Pearson Correlation	.082
	Sig	.705
	N	23

Engagement of pupils in group discussion had a correlation coefficient of 0.124 on performance in English language. The relationship between performance and engagement of pupils in group discussion was positive implying that an increase in use of group discussion results to increase in performance in English. The small correlation coefficient 'r' value is however not significant due to a large significant value 0.4229 which is higher than the minimum value of 0.05. Discussion method during English lesson positively correlated with the performance in 2016 at 0.14 implying that the use of discussion method resulted in high performance. According to the directors of NFPSs, the use of discussion method was positively correlated at 0.3463 with 2016 performance. As teachers incorporated discussion method in the teaching strategy, performance increased or improved.

Peer tutoring during English lesson had a correlation coefficient of 0.392 on performance in English language. The relationship between performance and peer tutoring during English lesson was negative implying that an increase in the use of peer tutoring resulted to a decrease in performance in English language. The small correlation coefficient 'r' value is however not significant due to a large value of 0.429 which is higher than the minimum value of 0.05.

Pupils reading composition during English lesson had correlation coefficient of 0.147 on performance in English language. The relationship between performance and pupils reading composition during English lesson was positive implying that an increase in the use of pupils reading composition results to an increase in performance in English language. The small correlation coefficient 'r' value, however not significant due to a large value of 0.492 which is higher than minimum value of 0.05

The use of question-answer method had a negative but significant influence on Pupils' performance in English. This implies that the use of question – answer method will decrease performance in English and hence teachers should minimize its use. Dramatization is often used during English lessons had a correlation of -.030 on performance in English language. The relationship between performance and dramatization during English lesson was negative, implying that an increase in the use of dramatization result in decrease in performance in English language. The small correlation 'r' value however, not significant due to large value .889 which is higher than the minimum value of 0.05. Teachers always gives group assignment had a correlation of .082 on performance in English language. The relationship between performance and group assignment during English lesson was positive, implying that an increase in the use of group assignment result in increase in performance in English language. The small correlation coefficient 'r' value however, not significant due to large value .705.

4.0 CONCLUSION/RECOMMENDATIONS

Analysis from the research revealed that teachers used different methods of teaching which were appropriate for teaching English language for example, discussion method, group assignment and question/answer method which were deemed appropriate for the lessons that were observed. The study concluded that inability for teachers to use the appropriate methods of teaching was as a result of lack of in-servicing. The study therefore

concluded that inappropriate pedagogy were a hindrance to good performance in English language at KCPE. The MOEST should discourage the use of lecture method in primary schools in Kenya, as it is not suitable for young people. These can be done through workshops for teachers and in service training For teachers to have more knowledge on what to do when teaching young people. The MOEST and KESI should encourage the use of collaborative methods in primary schools as it is known through empirical evidence for enhancing performance in National examinations. Teachers teaching Candidates should be empowered to use collaborative teaching through a lot of exposure to books and other instructional resources.

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