

Effect Of Cooperative Learning Strategy on Senior Secondary School Students' achievement in Reading Comprehension in English Language in Ikom Education Zone of Cross River State

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ABSTRACT

This study investigated the effects of cooperative learning strategy on senior secondary school students' achievement in reading comprehension in English Language in Ikom Education Zone of Cross River State. The study was motivated by the persistent poor performance of students in reading comprehension, which affects their overall achievement in English Language. The research adopted a quasi-experimental design involving pre-test, post-test and non-equivalent control group. The population comprised senior secondary school 2 (SS 2) students in public secondary schools in Ikom Education Zone of Cross River State. The sample for the study consisted of 120 students. 40 students were selected from each of the schools, three schools were selected by simple random sampling technique. one research question was formulated to guide the study while one null hypothesis was tested at 0.05 level of significance. Data was collected using a Reading Comprehension Achievement Test (RCAT), validated by experts in English Language Education, Measurement and Evaluation and found to be reliable. The reliability of the instrument was established using the Kuder-Richardson Formula 20(KR-20), yielding a reliability coefficient of 0.86. Data were analyzed using mean, standard deviation and Covariance (ANCOVA). Findings revealed that cooperative learning strategy significantly improved students' achievement in reading comprehension compared to the conventional teaching method. The study recommended that English Language teachers adopt cooperative learning techniques in teaching reading comprehension.

Key words: Cooperative Learning Strategy, Senior Secondary School Students, Achievement, Reading Comprehension, English Language.

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I. INTRODUCTION

The English language made its initial entry into the geographical location known today as Nigeria through trade contact by Europeans. The language however became firmly established through the British colonial administration and missionary education. Its continued use today is largely due to its unifying role among the country's diverse linguistic groups. According to Crystal (2003), the English language is widely regarded as a global lingua franca used for communication, education, science, technology, international relations and social integration.

English became the language of education in Nigeria because, it was the medium by which both the British colonial administration and missionaries' work must thrive, since it served as a neutral language among many ethnic groups, and remain essential for social mobility.

Bamgbose (1995) and Adegbija (2004) state that, in multilingual countries such as Nigeria, English serves as the official language and language of education, making it essential for academic performance and national development.

In Nigerian education, English is the language of instruction, assessment, higher education, and professional advancement. A student's success in academics is closely linked to his or her good command of English, making it a central factor in educational achievement.

Federal Republic of Nigeria (FRN, 2014), section 3, 15(4) states that "Government will see to it that the medium of instruction in the primary school is from the onset mother tongue or the language of the immediate community and at a later stage English."

In view of the above, English language has basically taken a compulsory position for all Nigerians, requiring that it must be read, spoken and written by all.

To acquire functional literacy, it has been observed over the years, that the English language has to be taught and learned. Egwuasi et al (2019) also believe that since the English language, like few other languages of the world, is susceptible to change, there is need to apply all available resources in its teaching and learning to increase its chances of development in all the four language skills of: listening, speaking, reading and writing. They further reiterate that the evolution of the English language in Nigeria has positioned it as a national asset and in effect, various policies have been formulated for assigning roles to language in the process of literacy acquisition.

Richards and Schmidt (2010) affirm that English as a skill-based subject is taught through the development of listening, speaking, reading and writing skills which are inter-related and essential for communicative competence. The English language comprises phonology, morphology, syntax, semantics and pragmatics, all of which form the foundation of effective communication and literacy (Yule, 2010).

The position of the English Language in the life of every Nigerian cannot be over-emphasized. For every L2 speaker to live a fulfilled life educationally, socially, economically and politically, it is pertinent that the English language be taught adequately and efficiently, especially the reading aspect, using appropriate learning strategies. Reading is the most important productive skill in the English language learning. It is an aspect that prepares students for writing. It carries the highest proportion of the mark in any English language examination such as the West African School Certificate Examination (WASSCE) and National Examination Commission (NECO).

Furthermore, English as a discipline activates text exposure as it enhances background knowledge and schema. It promotes academic achievement and equips students with skills, techniques and knowledge necessary for reading comprehension. Mastery of English enhances not only understanding of texts but also the ability to engage in cooperative learning, critical thinking and overall academic success. Reading comprehension enables word recognition and meaning inference. It clarifies sentence structure and meaning. It guides comprehension processes (predicting, summarizing, inferring) which are reading techniques.

The connection between the English language and reading comprehension is very direct; reading comprehension depends on understanding the language in which text is written, and in Nigeria, that language is predominantly English.

English language proficiency is the gateway to reading comprehension in Nigerian education. Without a solid command of the English vocabulary, grammar and sentence structure, a student cannot effectively understand or respond to written materials; making reading comprehension essentially dependent on English skills. Classroom learning and examinations are conducted in English, and according to Olaofe (2013), students' proficiency in the language significantly affects their academic achievement. In other words, proficiency in the English language is strongly linked to students' academic achievement. Poor command of English often leads to difficulties in reading comprehension, understanding instructions, answering examination questions and engaging in classroom activities.

Reading comprehension, in particular, plays a central role in determining how well learners process and understand written texts (Grabe & Stoller, 2011). Therefore, improving students' proficiency, especially reading comprehension, directly enhances academic achievement.

Through reading, the learner is exposed to the lexical items found in natural linguistic contexts, and as a result they gradually assume the same meaningfulness for him that they have for the native speaker.

It is however disturbing that in spite of the importance of the English language as stated above, the Nigeria school child is still seen to be lagging behind in the mastery of reading and comprehending English language (Agwu & Nweke, 2000).

According to Arua (2022), a large number of the world's population from the developing nations of Africa cannot read, yet Lawal (2022), sees literacy education as essential to both the individual and state development. He states that literacy in its varied forms determine both nationalism and national development. In addition, Jegede, (2020) opines that literacy requires more than just the acquisition of reading and writing. It also requires the ability to construct and deconstruct a textual meaning.

Like most other school subjects, English language faces the shortage of qualified teachers and the concurrent question of the quality of those in service. This problem is worse when the teacher cannot think of the appropriate ways of eradicating students' errors in reading comprehension by using modern strategies to teach reading comprehension, which is a fundamental skill for achieving success in secondary education, because these teachers themselves lack the right skill for teaching reading.

In some cases however, in spite of teachers' concerted efforts at ensuring adequate delivery of instruction following curriculum guidance, many senior secondary school students still perform below expected levels in reading comprehension in particular and the English language in general. This affects examination outcomes and readiness for further education. The general poor performance of students in reading is alarming and it heightens students' poor achievement in the English language examinations. Despite the importance of reading comprehension in English studies for expanded academic success, many senior secondary school students

continue to perform poorly in this skill. Traditional teacher-centred instructional method often dominate English language classrooms, presumably giving students limited opportunities for active engagement, peer interaction and collaborative learning. As a result, many learners struggle to interpret texts, infer meaning and apply comprehension techniques effectively.

In line with the above thought, Aguete (2018), states that several methods have been used in secondary schools to achieve students' acquisition of the reading comprehension skills. These methods include reading projects, literary method, design method, audio-lingual method, social behaviour method, the product method, and conventional method. The question remains whether these methods have yielded the expected results in making students acquire reading skills and comprehension skills, hence the need to consider the cooperative learning strategy..

The cooperative learning strategy has been suggested as an effective instructional approach for improving students' academic achievement in reading comprehension, by promoting collaboration, critical thinking and active participation.

Cooperative learning strategy exhibits a different characteristic feature from the conventional teaching method. According to Sadiq, (1996), Cooperative learning as an instructional strategy is one in which pairs or small groups of learners work together to accomplish a shared goal. The purpose of cooperation is for learners to maximize their abilities and each other's learning, with members striving for joint benefits. The essential elements of cooperation under this study include; positive interdependence, face-to-face motivation interaction, individual and group accountability, interpersonal and small group skills and group processing. Through a deliberate application of cooperative strategy, educators aim at correcting the unconscious societal and educational bias that requires competition.

However, in many secondary schools, especially within the Ikom education zone, this strategy is either under-utilized or inconsistently applied. It was not yet empirically clear whether the use of cooperative learning strategy significantly improved senior secondary school students' achievement in reading comprehension in English studies when compared to conventional instructional methods.

Achievement as an essential variable represents the outcome that the cooperative learning technique will influence. It refers to the level of students' performance in learning tasks, demonstrating the extent to which they have mastered knowledge, skills and competencies in reading comprehension in English. In operation, achievement is defined as, the observable outcome attained by students on a standardized reading comprehension test represented by scores. The test measures abilities such as; comprehension of passages, inference, vocabulary-in-context, summarizing and identifying main and supporting ideas. Achievement is usually measured before (pre-test) and after (post-test) the cooperative learning intervention and can be measured by;

- i. Pre-test scores to determine students' baseline reading comprehension ability before the cooperative learning treatment.
- ii. Post-test scores to evaluate improvements after exposure to cooperative learning techniques.
- iii. Achievement Gain score (optional) calculated as post-test minus pre-test to determine the magnitude of improvement.

Achievement may include performance in; identifying main ideas, making inferences, understanding vocabulary in context, distinguishing facts from opinions, interpreting meanings and answering comprehension questions correctly. Achievement is measured on a continuous numerical scale, using raw test scores (0-50 or 0-100), weighted scores and standardized test scores. Sometimes, a variation occurs in the achievement of males and females as a result of certain gender differences in reading comprehension tasks.

Gender remains another important variable in the learning process. Gender refers to the varied social roles, qualities, and behaviours ascribed to men and women of different societies. Imperatively, Bassow (1991) states that gender as a psychological term describes the behaviour and characteristic features expected of individuals on the basis of, being born either male or female. Keller (1991) is of the view that gender is a cultural construct developed by the society to differentiate the roles, behaviours, mental and emotional characteristics between males and females. To demonstrate the difference between sex and gender, Sadiq (1996), states that sex is a physical distinction while gender is a social and cultural distinction.

Sadiq (1996), states that gender plays a role in reading comprehension since personal orientation and thinking styles play a crucial role in achievement. Personality characteristics play important roles in learning and achievement. Generally, females may think that there are defects in their personality and as such they might not attain their objectives. In support of this view, Roberts (1986) explains that females have tendencies to think in negative ways about the task before them and come up with an attitude that may affect their achievement in reading comprehension vis-a-vis that of males.

To impart reading comprehension requires appropriate approach and techniques. An application of any of the above does not contradict the conventional method. Igwe (2003), interprets the conventional method which he refers to as the 'talk- and-chalk' method as characterized by one-way flow of information from the teacher who is very active throughout the lesson, to the students who remain passive listeners. In its true sense, the conventional

method has glaring limitations in teaching reading comprehension, hence the need to consider the effects of the cooperative learning strategy on senior secondary school students' achievement in reading comprehension in English language in Ikom Education zone of Cross River State.

Statement of the Problem

There has been observed poor achievement in English among senior secondary school students in Ikom education zone of Cross River State. This poor achievement stems from the students' poor achievement in reading comprehension which is an integral part of the overall scores in the English language studies. This affects examination outcomes and further education readiness of the students. This does not give hope for future development of Nigerians.

The traditional teacher-centred instructional method often dominate English classrooms, giving students limited opportunities for active engagement, peer interaction and collaborative meaning making. As a result, many learners struggle to interpret texts, infer meaning and apply comprehension techniques effectively.

Cooperative learning strategy has been suggested as an effective instructional approach for improving students' academic achievement by promoting collaboration, critical thinking and active participation. However, in many secondary schools, especially within the Ikom education zone, this strategy is either under-utilized or inconsistently applied.

The problem of this study therefore was to investigate the effect of Cooperative learning strategy in English language reading comprehension among senior secondary school students in Ikom Education Zone of Cross River State.

Purpose of the Study

The main purpose of this study was to determine the effect of Cooperative learning strategy on senior secondary school students' achievement in reading comprehension in English Language in Ikom Education Zone of Cross River State. Specifically, the study will;

Investigate the effect of Cooperative learning strategy on the mean achievement scores of students in reading comprehension in English Language in Ikom Education Zone.

Research Question

One research question was formulated to guide the study namely,

What is the effect of cooperative learning strategy on the mean achievement scores of students in reading comprehension in English language in Ikom Education Zone?

One null hypothesis was tested at 0.05 level of significance namely,

H₀₁: There is no significant difference in the mean achievement scores of students taught reading comprehension using the Cooperative learning strategy and those taught using the conventional teaching method.

II. METHODOLOGY

This study adopted a quasi-experimental design. The study involved the use of pretest, posttest and non-equivalent control group design. Intact classes were used for the study. This research design can be further illustrated using symbols as represented below:

O₁X₁O₂...E₁

O₃X₂O₄...E₂

O₅ X₃O₆...C

O₁ O₃ and O₅ represent pretests

O₂, O₄ and O₆ represent post-tests

X₁ represents Cooperative strategy

X₂ represents Conventional Teaching Method

E₁ represents the outcome of experimental group one, E₂ represents the outcome of experimental group two, while the C represents the outcome of the control group.

The quasi-experimental design allowed the use of intact classes for the experimental group and the control group without disrupting the normal school setting. In addition, the design was appropriate as it permitted the comparison of achievements between the groups (experimental and control).

Area of the Study

The study was carried out in Ikom Education Zone of Cross River State. The zone comprises six Local Government Areas namely; Abi, Yakurr, Obubra, Ikom, Etung and Boki. The Ikom Education Zone also referred to as Central Education Zone, geographically shares boundaries with Ebonyi state and Abi and Obubra Local Government Areas of Cross River State. It also shares boundary with the Cameroons.

Educationally, the zone has the following tertiary institutions to her credit: School of Nursing, Itigidi in Abi Local Government Area, Federal Polytechnic Ugep, in Yakurr Local Government Area, Federal Science College in Obubra Local Government Area. University of Cross River State, Faculty of Agriculture, Obubra Campus.

In Tourism, the Ikom Education Zone of the state has the Agbokim Waterfalls in Etung, Afi Mountain Wildlife in Boki, Nkarasi Monoliths in Ikom, where the true state of nature is experienced.

The study area was selected because a lot of students in the area experience challenges in reading comprehension, which affects their general academic performance in the English language and other school subjects, hence the need to examine an alternative teaching approach which can make reading comprehension more interesting and effective.

Population of the Study

The population for the study consisted all SS 2 students in public senior secondary schools in Ikom Education Zone. The schools include; Community secondary school, Ugep. Community secondary school, Ikom and Community secondary school, Nko. The population of SS 2 students in the 2024/2025 academic year was put at eight thousand, five hundred (8,500) (Cross River State Secondary Education Board. CRSSEB 2025). The population of the selected schools ranged from one to two thousand (1000-2000). The SS 2 class was used for the study because it is not an examination class and is expected to have a good knowledge of reading comprehension passages.

Sample and Sampling Technique

The sample for the study consisted one hundred and twenty (120) students on the whole: forty students were selected from each of the three schools. The researcher used intact classes of forty students from each of the senior secondary class (SS 2), of each of the schools selected. The three schools were selected by simple random sampling technique from the local government areas of Ikom Education Zone through the balloting system with replacement. It is from each of these three schools that each of the three intact classes was chosen for the study. The first two Government Secondary schools were used for experimentation of Cooperative Learning strategy while the third school was used as a control group.

Instrument for Data Collection

The main instrument for data collection were comprehension passages adapted by the researcher from the students' textbook in use entitled: Senior English Project for Secondary Schools, New Edition by Grant, S. Nnamonu and D Jowitt. The instrument was entitled: 'Effects of Cooperative Learning Technique on Senior Secondary Students Achievement Test on reading Comprehension' (ECLTSSSATRC). There were four comprehension passages;

1. Africa and the Olympics
2. The Music of Africa.
3. The Tireless Crusader.
4. A Windfall in March.

The topics were suitable for group discussions and many viewpoints were raised to serve as questions.

Reliability of the Instrument

Inter-rater reliability was used to determine the reliability of the instrument using Kendall's Coefficient of Concordance based on judgment. A comprehension passage was given to SS2 students from Girls' Secondary School, Ugep also in Ikom Education zone of Cross River State, who were not part of the main study. The students were thirty in number. Their achievement in the comprehension passages were used to determine the coefficient of reliability using Kuder-Richardson 20 (KR-20). The analysis gave a KR-20 of 0.94. The comprehension passages were also given to four different raters to score, using model answers prepared by the researcher. Kendall's Coefficient of Concordance (W) was used to ascertain the degree of relationship of the four ratings. The index of relationship shown by coefficient of concordance was 0.86. This value was considered high enough and the instrument found reliable by the researcher.

Method of Data Collection

The major treatment for the study was teaching of the comprehension passages with cooperative learning strategy as well as the conventional teaching method. Three intact classes were used for the study: the experimental groups and the control group. The pre-test was administered to the students by the research assistants. Their scores were recorded respectively. The research assistants used the lesson notes prepared by the researcher to teach the respondents. The teaching was conducted during the normal school periods, using the normal timetable. The experimental groups were taught using the cooperative learning techniques while the control group was taught using the make-it-fix conventional teaching method. At the end of the teaching, which lasted for four weeks, the

posttest was administered to the students. The scores for the pretest and posttest for each group were recorded separately. The comprehension passages were scored on one hundred percent (100%) basis.

Control of Extraneous Variables

Test: The pretest was administered before the beginning of the teaching. The process of testing for the pretest was the same with the posttest. However, the items were rearranged and different colours of papers were used, making it difficult for the students to recognize that the tests were the same when the posttest was administered. After the teaching, which lasted for four weeks, the posttest was administered. The four weeks interval, coupled with the fact that the questions were re-shuffled and a different colour of test paper used, made the recognition of the questions impossible thereby controlling test effect.

Control: The English language teachers serving as research assistants told the students that the score of the test formed 20% marks of the class continuous assessment score for the term. This was to ensure that there was no mortality as a result of absenteeism.

Novelty: To avoid novelty effect, which might give rise to increased interest, motivation or participation on the part of the students, just because they were doing something different or new, pretest and posttest were administered to all intact classes used for the study.

Hawthorne Effect: Teaching and testing were conducted in the SS-2 intact classes in the schools used for the study. This was to make sure that the instructional situation was the same for all the students of SS-2 class in a particular school that was used for the study. This is to avoid Hawthorne effect; a situation in which students' behaviour is affected not by the treatment per se but by their awareness that they are participating in a study or research.

Maturation: This has to do with the timeframe and refers to physical or mental changes which may occur within the subjects over a period of time. When a study lasts for too long, it may affect the subjects' performances. The subjects may become older, uncoordinated and unmotivated, hence, the duration of this study was timed appropriately to enhance better co-ordination and motivation.

Experimental Procedure: The following procedures were followed in carrying out the experiment: dividing students into small groups, pre-testing and treatment implementation.

Pre-testing: The students were subjected to pre-test by asking them to read comprehension passages and answer the questions that follow. This exercise was carried out before treatment.

Experimental Group I (The Cooperative Learning Technique)

The experimental group 1 and 2 were taught using the Cooperative learning technique. In using this technique, the teacher started by placing the subjects into heterogeneous groups of eight. The teacher presented the comprehension passages for the lesson by presenting model comprehension passages, a pattern drill, an extract and a prose passage. The teacher made an outline with the students contributing relevant ideas.

Students in their different groups worked together to discuss, reject and accept a larger number of possible answers to given topic, using materials provided both by the teacher and students. At the end, each group member produced their own individual answers to the comprehension passages, which was marked by the research assistants and their scores recorded. For team recognition, the average score of the individual team members was used. The team that scored the highest point was reinforced by award of pens, exercise books and praises.

The Control: The control group was taught using the conventional teaching method. In using this method, the comprehension passages were presented to the students. The students were told to understand that they would read the passages based on their knowledge of the English language in terms of mechanical inputs. There was no model of any sort to follow as in the other groups such as group participation. In conventional method, the teacher did the gathering without the students' contributory effort.

Method of Data Analysis

The research questions were answered using adjusted mean and standard deviation. The hypotheses were tested using Analysis of Covariance (ANCOVA), at an alpha level of 0.05 level of significance. The pre-achievement scores were used as covariates since the treatment was carried out on the students. Analysis of Covariance (ANCOVA) was used in this study since it is capable of comparing three or more independent means for significance of their differences on two or more variables based on pretest and posttest scores.

III. RESULTS

Research Question 1

What is the effect of cooperative learning techniques on the mean achievement scores of students in reading comprehension in English language in Ikom Education Zone?

The result of the data analysis is presented in Table 1

Table 1: Effect of Cooperative Learning Strategy on the Mean Achievement Scores of Students in Reading Comprehension in English Language

Groups	N	Pre-test	SD	Post-test	SD	Mean Gain Scores
		$\bar{x}$		$\bar{x}$		
Cooperative Learning Techniques	56	32.66	10.74	66.96	9.16	34.30
Conventional teaching Method	64	37.28	10.61	43.00	6.89	5.72
Effect						28.58

$\bar{x}$ = Mean Responses, SD = Standard Deviation

Table 1 showed that the experimental group which is the group taught reading comprehension using cooperative learning technique had the pre-test mean score of 32.66 with a standard deviation of 10.74; a post-test mean score of 66.96 and a standard deviation of 9.16. On the other hand, students in the control group taught English Language using lecture method obtained a pre-test score of 37.28 with a standard deviation of 10.61; a post-test score of 43.00 with a standard deviation of 6.89. The table also revealed that students in the experimental group taught reading comprehension with cooperative learning technique had the mean gain score of 34.30 which is higher than the mean gain score of 5.72 obtained by students in the control group. The result in table 1 indicated that the students in the two groups benefited from the instructional strategies but those in the experimental group taught reading comprehension using cooperative learning technique benefited more than those taught with the lecture method with the mean difference of 28.58.

Ho₁: There is no significant difference in the mean achievement scores of students taught reading comprehension using the Cooperative instructional technique, and those taught using conventional teaching method.

The result of the data analysis was presented in Table 2

Table 2: Analysis of Covariance (ANCOVA) of the Difference in the Mean Achievement Scores of Students Taught reading comprehension using Cooperative Instructional Technique and those taught with Conventional Method.

Source	Type III Sum of Squares	Df	Mean Square	F	Sig.
Corrected Model	4587.828 ^a	2	2293.914	19.931	.000
Intercept	21358.613	1	21358.613	185.573	.000
PRETTEST	279.820	1	279.820	2.431	.122
GROUP	4271.695	1	4271.695	37.114	.000
Error	13466.163	117	115.095		
Total	702235.000	120			
Corrected Total	18053.992	119			

The result in Table 2 showed a probability value of 0.000 which is less than the 0.05 level of significance. Since the P-value of 0.000 was less than the 0.05 level of significance, the null hypothesis was rejected. This means that there is significant difference in the mean achievement scores of students taught reading comprehension using Cooperative instructional technique and those taught with conventional method.

Effect of Cooperative Learning Strategy on the Mean Achievement Scores of students in Reading Comprehension in English language

The finding of this study showed that students taught reading comprehension using Cooperative learning technique had higher mean achievement score than those taught with the conventional teaching method.

Table 1 revealed that students in the experimental group taught reading comprehension with cooperative learning technique had a higher mean gain score than the mean gain score obtained by students in the control group. The result revealed students in the experimental group taught reading comprehension using cooperative learning techniques benefited more than those taught with the conventional teaching method. The result in Table 2 showed that there was a significant difference in the mean achievement scores of students taught reading comprehension using Cooperative learning strategy and those taught with conventional teaching method. This finding suggests that cooperative learning technique is a more effective method of teaching reading comprehension than the conventional teaching method in secondary schools in Ikom education zone. This is because the learning strategy enhanced and improved students' language skills and critical thinking, particularly in under-resourced schools where teacher support might be limited. This approach helped bridge language barriers by allowing students to work together to understand and analyze English literary texts. This is in line with the notion of (Hassan, 2023) who opined that despite the challenges, the cooperative learning technique has improved students' interaction with literature, fostering critical thinking and a sense of ownership in the learning process. This result is consistent with the finding of Badru and Moses (2025) which showed that cooperative learning

strategy is an effective teaching method that could be used to sustain and enhance students' reading comprehension performance. The finding also agrees with the finding of Sani, (2015) which showed that the students in cooperative learning group performed higher than those in traditional classroom learning group. The finding corroborates the finding of Apata (2020) which showed that Physics students exposed to cooperative learning outperformed their counterparts who were taught using the conventional teaching method. More so, the finding aligns with the finding of Obasi (2021) which revealed that students who were taught Economics through a cooperative learning strategy performed much better than students who were taught Economics through a conventional teaching method.

IV. Conclusion

The following conclusions were drawn from the findings of this study.

The study successfully established that students taught reading comprehension using cooperative learning techniques performed better than those students taught with the conventional teaching method. This infers that cooperative learning is a more effective learning strategy than the conventional teaching method.

Educational Implications

The study has the following educational implications:

Since the finding of this study showed that students taught reading comprehension using Cooperative learning techniques had higher mean achievement score than those taught with the conventional teaching method, It implies that using cooperative learning strategy to teach reading comprehension in secondary schools will solve the problem of poor achievement in reading comprehension as witnessed by students in SSCE and WASSCE.

Recommendation

It is therefore recommended that

Government, in collaboration with school authorities should structure teacher training programs to focus on modern pedagogical approaches, including cooperative learning techniques in order to ensure effective implementation of cooperative learning. Workshops, seminars, conferences and continuous professional development programs may be organized to equip teachers with the necessary skills and techniques to facilitate successful cooperative learning environments.

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