

**EFFECTIVENESS OF THE COOPERATIVE LEARNING APPROACH IN
TEACHING LITERATURE IN ENGLISH IN SECONDARY SCHOOLS: A
CASE STUDY OF ST. THOMAS AMAGORO SECONDARY SCHOOL, TESO
NORTH SUB-COUNTY, BUSIA COUNTY, KENYA**

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**THESIS SUBMITTED IN PARTIAL FULFILMENT FOR THE
DEGREE OF MASTER OF EDUCATION IN CURRICULUM,
INSTRUCTION AND EDUCATIONAL MEDIA
SCHOOL OF EDUCATION**

MOI UNIVERSITY

DECLARATION

Declaration by the Candidate

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DEDICATION

I dedicate this thesis to my children

ACKNOWLEDGEMENT

I wish to express my heartfelt gratitude to all those who contributed to the successful completion of this study. My sincere appreciation goes to my supervisors Prof. Khaemba Ongeti and Dr. Sella Kisaka for their invaluable guidance, encouragement, and constructive feedback throughout the research process. I am also deeply thankful to the administration, teachers, and students of St. Thomas Amagoro Secondary School in Teso North Sub-County, Busia County, for their cooperation and participation, which made this study possible. Special thanks go to my family and friends for their unwavering moral and emotional support. Above all, I give thanks to Almighty God for granting me strength, wisdom, and perseverance to accomplish this work.

ABSTRACT

Despite the significant role of Literature in English in fostering critical thinking, creativity, and language performance among secondary school students, many learners continue to struggle with comprehension, interpretation, and engagement with literary texts. Traditional teacher-centered instructional methods, such as lecture-based approaches, have been predominant, resulting in passive learning, low motivation, and limited interaction with texts. Consequently, this has led to poor academic performance and a lack of appreciation for literature among students. This study therefore aimed to examine the effectiveness of the cooperative learning approach for teaching Literature in English in secondary schools. The objectives of the study were to find out the strategies used by teachers in teaching literature among Form Three students, to identify the student-centered methods of teaching employed by teachers, to discuss the Cooperative Learning Approach as a teaching method, and to analyze the performance of students taught using the Cooperative Learning Approach. The study was guided by Johnson and Johnson's Social Interdependence Theory and adopted a quasi-experimental sequential explanatory mixed-methods design targeting 172 Form Three students at St. Thomas Amagoro Secondary School in Teso North Sub-County, Busia County. Data were collected using pre-tests, post-tests, content analysis, and interview schedules. Quantitative data were analyzed using descriptive statistics with SPSS, while qualitative data were analyzed thematically. Findings revealed that teachers employed a range of strategies, from traditional lecture-based methods to interactive techniques such as Round discussions, literature circles, and group activities, reflecting awareness of diverse learning styles and the value of critical thinking and creative engagement. There was a clear shift towards student-centered methods that fostered inclusivity, motivation, and autonomy in literature learning. The study concluded that teachers are progressively adopting diverse pedagogical approaches, with cooperative learning (CL) significantly enhancing students' performance. The experimental group exposed to CL achieved higher post-test scores than the control group, indicating that CL improves academic achievement and social skills through active and respectful collaboration. The study recommended that teacher training programs integrate diverse pedagogical strategies, curriculum reforms promote student-centered methods, schools adopt Cooperative Learning as a core instructional approach, and further research be conducted to assess its long-term impact. These findings provide valuable insights for curriculum developers, teachers, and learners in enhancing engagement, critical thinking, and appreciation of literature.

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ABBREVIATIONS

CL	-	Cooperative Learning
CTLT	-	Cooperative Teaching on Learning Test
KNEC	-	Kenya National Examination Council
NACOSTI	-	National Council of Science and Technology
SPSS	-	Statistical Package of Social Science

CHAPTER ONE

INTRODUCTION TO THE STUDY

1.1 Background of the Study

The teaching of Literature in English is vital for developing critical thinking, creativity, and communication skills among secondary school students. Over the years, various pedagogical approaches have been used to enhance the teaching and learning of the subject, with cooperative learning emerging as a promising strategy. Cooperative learning involves students working together in small groups to achieve common academic goals, allowing for active participation and peer-to-peer interaction. This approach has been recognized globally for its potential to improve student engagement and performance (Johnson, Johnson, & Smith, 2020).

Cooperative learning is an instructional approach in which students work together in small, structured groups to achieve shared academic goals, enhancing both individual and collective learning outcomes (Johnson & Johnson, 2021). Unlike traditional teacher-centered methods, cooperative learning emphasizes active participation, mutual support, and interdependence among learners, allowing them to develop critical thinking, communication, and problem-solving skills through collaboration (Gillies, 2022). In this approach, teachers act as facilitators who design meaningful group tasks, monitor interactions, and guide students toward deeper understanding. Recent studies have shown that cooperative learning improves academic achievement, motivation, and social cohesion by promoting positive peer relationships and a sense of responsibility for group success (Tran, 2023; Alabdulaziz, 2024). Therefore, cooperative learning serves as an effective student-centered pedagogy that not only

enhances comprehension and retention but also fosters inclusivity and interpersonal competence in modern classrooms.

Cooperative learning has been widely studied in the United States, where it has been shown to significantly improve student achievement and motivation in various subjects, including Literature (Slavin, 2018). A meta-analysis by Gillies (2019) revealed that students in cooperative learning environments outperformed their peers in traditional classrooms, particularly in terms of reading comprehension and critical thinking. These findings underscore the value of cooperative learning in enhancing student outcomes in English language and literature courses in diverse educational settings.

In Canada, research has similarly highlighted the positive impact of cooperative learning on students' academic success. A study conducted by Stevens and Slavin (2021) found that cooperative learning not only improved student engagement but also promoted higher levels of interaction and discourse in Literature classes. The collaborative nature of the approach encourages students to explore different perspectives, deepening their understanding of literary texts and themes.

In Australia, cooperative learning has been associated with the development of social skills alongside academic benefits. According to research by Baines, Blatchford, and Chowne (2020), students engaged in cooperative learning showed improved communication, conflict resolution, and teamwork skills. These skills are particularly relevant in Literature classes, where discussions of diverse perspectives and interpretations are central to learning (Smith & MacGregor, 2021). In Nigeria, the effectiveness of cooperative learning has been tested in various subjects, including Literature in English. A study by Okebukola (2021) found that students in cooperative

learning settings demonstrated better comprehension of literary texts and higher academic performance compared to those in traditional lecture-based classrooms. The study also revealed that cooperative learning nurtured a greater sense of community and shared responsibility among students, which positively impacted their academic achievements.

South African research has also supported the use of cooperative learning in secondary school classrooms. According to a study by Van Wyk (2020), cooperative learning was found to promote higher-order thinking and critical analysis skills, particularly in Literature classes. The interactive nature of the approach encouraged students to engage more deeply with the texts and develop their interpretive and analytical skills.

In East Africa, cooperative learning has gained traction as a method to improve student outcomes. In Uganda, a study by Nsubuga and Ndugga (2021) revealed that cooperative learning led to significant improvements in students' comprehension of literary texts, particularly in secondary school Literature classes. The study also found that students were more motivated and participated actively in discussions, leading to better overall performance. In Rwanda, cooperative learning has been embraced as part of the country's educational reforms aimed at improving student-centered teaching and learning. According to a study by Uwizeyimana and Ndagijimana (2020), cooperative learning enhanced students' critical thinking and collaboration skills, particularly in Literature and language subjects. The approach was found to encourage more meaningful interactions between students, leading to a deeper understanding of complex literary themes and concepts.

In Kenya, cooperative learning has gained recognition as a valuable pedagogical approach, particularly in light of the country's recent educational reforms aimed at enhancing learner-centered methodologies. The introduction of the Competency-Based education (CBE) emphasizes collaboration, communication, and critical thinking, aligning well with cooperative learning principles (KICD, 2020). Research indicates that teachers who implement cooperative learning strategies report improved student engagement and performance across various subjects, including Literature (Ngoya, 2021). However, challenges remain, including insufficient training for teachers and the need for more resources to effectively implement this approach in classrooms (Omondi, 2022). Despite these challenges, the perception of cooperative learning among educators and policymakers is generally positive, as it is viewed as a means to nurture inclusivity and address diverse learning needs in Kenyan classrooms. Studies show that students in cooperative learning environments not only perform better academically but also develop essential social skills, such as teamwork and conflict resolution (Mutai, 2021). Furthermore, the alignment of cooperative learning with the objectives of the CBE underscores its potential to transform traditional teaching practices and improve educational outcomes in Kenya (Wekesa & Kinyanjui, 2023).

Therefore, the global success of cooperative learning suggests that it could be an effective approach for improving the teaching of Literature in English in secondary schools in Teso North, Kenya. However, despite the widespread use of cooperative learning in other regions, there is limited research on its effectiveness in the Kenyan context. This study seeks to bridge that gap by investigating the effectiveness of Cooperative Learning for teaching English among form three students in Busia County.

1.2 Statement of the Problem

The teaching of Literature in English in secondary schools often faces challenges that hinder effective student engagement and comprehension. Traditional teaching methods, characterized by rote memorization and individual assessments, do not cater to diverse learning styles and fail to nurture critical thinking and collaborative skills among students (Johnson & Johnson, 2019). As educational paradigms shift towards more student-centered approaches, there is a growing need to evaluate the effectiveness of cooperative learning in enhancing literary analysis and appreciation among secondary school students. Recent studies have shown that cooperative learning can significantly improve student outcomes by promoting active participation and nurturing a sense of community in the classroom (Gillies, 2020). However, the implementation of this approach in teaching Literature in English has not been extensively explored, particularly in the context of Teso North Sub County. Existing literature often focuses on quantitative outcomes, such as test scores, without addressing qualitative factors like student attitudes and engagement in literary discussions. This gap highlights the need for comprehensive research that considers both academic performance and the development of critical literary skills through cooperative learning.

Additionally, while cooperative learning has been widely adopted in various subjects, its application in Literature instruction remains under-researched, especially in regions like Teso North where educational strategies may differ significantly from national trends (Okwany, 2021). There is limited understanding of how cultural contexts influence the effectiveness of cooperative learning in Literature classes. Consequently, educators may lack the necessary frameworks to adapt cooperative

strategies effectively to meet the specific needs of their students. Therefore, this study sought to fill these gaps by investigating the effectiveness of the cooperative learning approach in teaching Literature in English within Teso North Sub County secondary schools.

1.3 Purpose of the study

The purpose of this experimental study is to find out the effectiveness of cooperative learning for teaching literature in English among students in Teso-North, Busia County in Kenya.

1.4 Objectives of the Study

- i. To find out strategies used by teachers in teaching literature among form three students.
- ii. To identify student centered methods of teaching used by teachers.
- iii. To discuss Cooperative Learning Approach as a teaching approach.
- iv. To analyze performance of students taught using Cooperative Learning Approach.

1.5 Research Questions

- i. What strategies are used by teachers in teaching literature among form three students?
- ii. How do teachers implement student-centered methods of teaching in the classroom?
- iii. Do teachers understand cooperative learning as an approach in teaching Literature among form three students?
- iv. What is the difference in performance, if any, between students taught by cooperative methods and those taught using other methods?

1.6 Hypothesis of the study

H01: There is no significant relationship between cooperative learning and student achievement in Literature in English in Teso North Sub County.

1.7 Significance of the Study

This study is significant as it seeks to fill the existing research gap on the application and effectiveness of cooperative learning in the teaching of Literature in English in Kenyan secondary schools, with a particular focus on Teso North Sub-County, Busia County. Although numerous studies have explored general teaching methodologies, limited research has examined how cooperative learning can specifically enhance students' engagement, comprehension, and performance in literature—a subject often perceived as abstract and challenging by many learners. By investigating this pedagogical approach, the study contributes to the broader understanding of how collaborative and student-centered learning environments can improve learning outcomes in literature.

The study also addresses a practical gap by providing empirical evidence on the use of cooperative learning strategies among teachers. It responds to the need for teaching methods that align with Kenya's ongoing transition to Competency-Based Education (CBE), which emphasizes learner participation, collaboration, and the development of 21st-century skills such as creativity, critical thinking, communication, and digital literacy. Currently, many literature lessons remain teacher-centered, leading to passive learning and low student motivation. This research therefore aims to assess how cooperative learning can transform literature classrooms into active, inclusive, and participatory spaces that foster both cognitive and interpersonal growth.

Moreover, the study bridges a policy and pedagogical gap by offering insights that can inform teacher training programs, curriculum reforms, and instructional design. It provides guidance for curriculum developers and policymakers seeking evidence-based strategies to enhance learner engagement and achievement in literature and related disciplines. For teachers, the findings will highlight practical, learner-friendly approaches that improve comprehension, participation, and overall academic performance. For students, the study advocates for instructional strategies that empower them to take ownership of their learning through teamwork, peer interaction, and reflective discussion. Ultimately, this research contributes to improving the quality of teaching and learning in Literature in English, aligning with Kenya's educational goals of producing competent, collaborative, and innovative learners.

1.8 Scope of the Study

This study was carried out among Form Three Literature students from both public day and boarding county secondary schools in Teso North Sub-County. The primary purpose of the study was to determine the effect of the Cooperative Learning (CL) approach on students' performance in Literature in English. A quasi-experimental design, specifically the non-equivalent control group pre-test post-test design, was employed to compare the performance of students exposed to CL with those taught using conventional methods. Data analysis involved both descriptive and inferential statistics. Descriptive statistics included the computation of mean scores and standard deviations, while inferential statistics involved the use of t-tests to determine the significance of differences between the control and experimental groups. The study focused on reading skills, particularly fluency and retention, as outlined in the

secondary school English syllabus. The research was conducted over a period of five weeks, with the first week dedicated to administering the pre-test and orienting the experimental group to the cooperative learning approach. Research instruments included a Cooperative Learning Test used as both pre-test and post-test, a students' questionnaire administered to the experimental group at the end of the intervention, and follow-up interviews to capture students' perceptions of the learning process. Additionally, an observation schedule was utilized by the researcher to systematically monitor the activities and interactions within the cooperative learning groups throughout the study period.

1.9 Theoretical Framework

This study was guided by Social Interdependence Theory (Johnson & Johnson, 1989). This theory exists when the accomplishment of each individual's goals is affected by the actions of others (Deutsch, 1949, 1962). Two types of social interdependence exist; positive (cooperation) and negative (competition). Positive interdependence occurs when an individual perceives his goals can be met only when other individuals with whom they are cooperatively linked also achieve their goals therefore, encourage each other's efforts to attain the goals. On the other hand, negative interdependence occurs when individuals perceive that they can achieve their goals only when the other individuals with whom they are competitively linked fail to acquire their goals and, therefore, obstruct each other's exertions to attain the goals. No interdependence results in a situation in which individuals perceive that they can reach their goal regardless of whether other individuals in the situation attain or do not attain their goals. The psychological processes created by positive interdependence comprise substitutability (the degree to

which actions of one person substitute for the actions of another person), inducibility (openness to being influenced and to influencing others), and positive cathexis (investment of positive psychological energy in objects outside of oneself) (Deutsch, 1949, 1962).

These progressions elucidate how self-interest is lengthened to joint interest and how new goals and reasons are created in cooperative and competitive situations. Egotism becomes extended to mutual interest through other people's actions substituting for one's own, through an emotional investment in achieving goals (that benefit others as well as oneself and generalizes to caring and committed relationships with those who are working for the same purposes and goals), and through an openness to being influenced so that joint efforts are more effective. Demonstrating the transition from self-interest to joint interest is perhaps one of the most important aspects of social interdependence theory. Positive interdependence results in promotive interaction, negative interdependence results in oppositional or congruent interaction, and no interdependence results in the absence of interaction. Promotive interaction may be defined as individuals encouraging and facilitating each other's efforts to complete tasks, achieve, or produce in order to reach the group's goals. It consists of a number of variables, including mutual help and assistance, exchange of needed resources, effective communication, mutual influence, trust, and constructive management of conflict. In this study, this theory aided in showing the accomplishment of each individual's goals, as affected by the actions of others which brings about the interdependence of using the interactive approach thus allowing interaction among students. Hence, the theory enabled the researcher to understand how students perceived the effectiveness of cooperative learning and teaching English among form three students

in Busia County. Thus, the respondents' responses on this notion was interrogated and interpreted based on the social interdependence theory.

1.10 Conceptual Framework

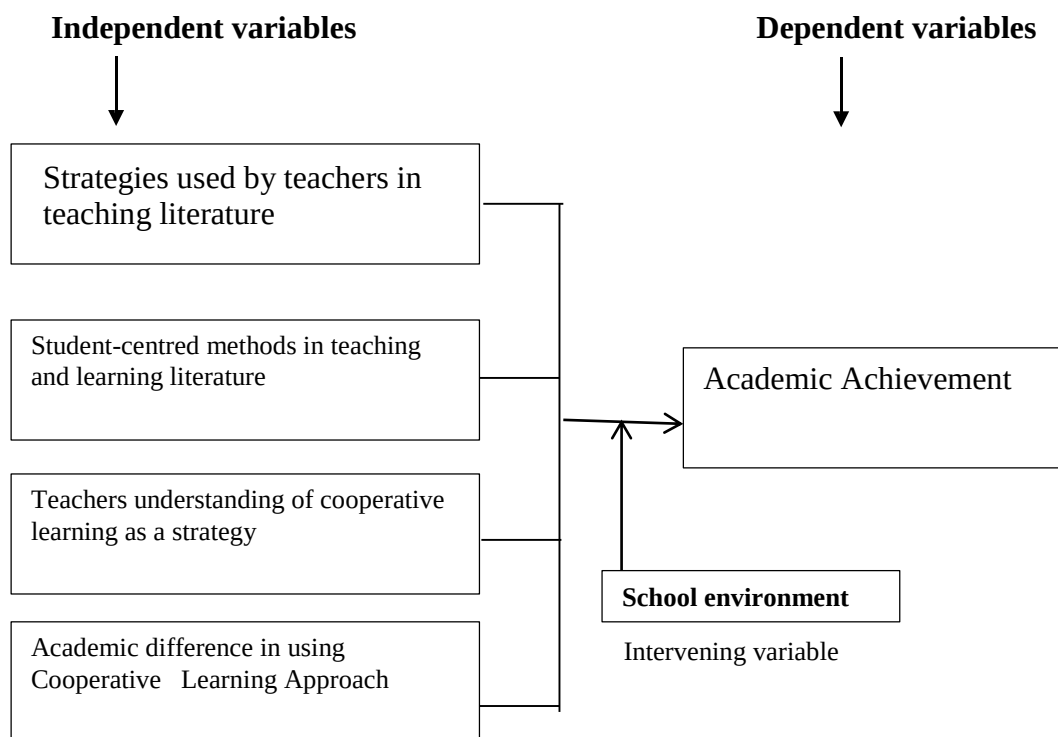


Fig. 1.1: Conceptual Framework

Source: Researcher, 2023

1.11 Operationalization of Terms

Conventional Teaching Methods: These are teacher-centered instructional approaches, such as lecture-based teaching, where the teacher dominates the learning process, and students play a largely passive role in receiving and memorizing information.

Cooperative Learning Approach – A teaching method where students work together in small groups to achieve shared learning goals while being individually accountable for their learning. As used in this study, Cooperative Learning Approach refers to an instructional approach applied in teaching Literature in English to enhance student engagement, comprehension, and performance through collaborative learning activities.

Performance in Literature – The level of achievement demonstrated by students in understanding, analyzing, and interpreting literary texts, as measured through assessments and examinations. As used in this study, performance in literature refers to the academic outcomes of Form Three students as influenced by the teaching approach, particularly the Cooperative Learning Approach.

Reading Fluency: This refers to the ability of students to read literary texts accurately, smoothly, and with proper expression and understanding during classroom activities and assessments.

Retention: Retention refers to the students' ability to recall, interpret, and apply information or literary concepts learned through cooperative learning over time, as reflected in their post-test results.

Student-Centered Teaching Methods – Instructional approaches that prioritize active student participation, inquiry-based learning, and interaction, rather than traditional teacher-led instruction. As used in this study, student-centered teaching methods refer to techniques such as discussion groups, role-playing, peer teaching, and project-based learning, which are employed to improve students' understanding of literature.

Teaching Strategies – Planned methods and techniques used by teachers to facilitate effective learning and knowledge retention among students. As used in this study, teaching strategies refer to various approaches, including traditional and modern methods, utilized by teachers to deliver Literature in English lessons in Form Three classes.

1.12 Summary of the chapter

This chapter presented an overview of the study on the effectiveness of the Cooperative Learning Approach in teaching Literature in English among Form Three students in secondary schools in Teso North Sub-County, Busia County, Kenya. The chapter highlights the importance of Literature in developing critical thinking, creativity, and communication skills and identifies the limitations of traditional teacher-centered methods that often result in passive learning and low student engagement. It introduces cooperative learning as a student-centered strategy that promotes collaboration, interaction, and improved academic performance. The problem statement outlines the challenges in literature instruction and the limited research on cooperative learning within the Kenyan context. The purpose of the study, objectives, research questions, and hypothesis are clearly defined, focusing on evaluating the impact of cooperative learning on students' performance in Literature. The chapter emphasizes the significance of the study to teachers, curriculum developers, policymakers, and students, especially within the framework of Competency-Based Education. The scope details the quasi-experimental research design, target population, and data collection methods. The study is grounded in Social Interdependence Theory, which explains how cooperative interactions enhance collective learning outcomes. Finally, key operational terms such as cooperative learning, performance in literature, reading fluency, and student-centered methods are defined, establishing a clear foundation for the subsequent chapters.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

This chapter presents literature pertinent to the objectives of the study. Included in the review are the strategies used by teachers in teaching literature, the student-centred methods in teaching and learning, teachers understanding of cooperative learning as an approach in teaching Literature and the achievement in academic participation of Literature among form three students.

2.1 Concept of Cooperative Learning approach

Cooperative learning is an instructional approach that emphasizes collaborative engagement among students to enhance learning outcomes. This pedagogical approach encourages students to work together in small groups, nurturing communication, teamwork, and mutual support. The core principle of cooperative learning is that students learn from one another, as they share diverse perspectives and insights, leading to a deeper understanding of the material. This method contrasts sharply with traditional, teacher-centered approaches, which often prioritize individual performance over collective learning experiences.

Globally, cooperative learning has gained traction as an effective educational practice, with numerous studies highlighting its benefits in various contexts. For instance, research conducted in Finland showcases the country's commitment to innovative teaching methodologies, where cooperative learning has been integrated into the national curriculum to promote critical thinking and problem-solving skills

among students (Hakkarainen, Palonen, Paavola, & Lehtinen, 2020). Finnish educators emphasize creating a collaborative learning environment, which has been linked to improved academic achievement and student satisfaction.

In Germany, the adoption of cooperative learning strategies has also shown promising results. The German education system has increasingly recognized the importance of social competencies alongside academic skills. In implementing cooperative learning techniques, such as group discussions and peer teaching, educators aim to prepare students for the collaborative nature of the modern workforce (Kagan, 2018). Studies have demonstrated that students who engage in cooperative learning not only perform better academically but also develop essential interpersonal skills.

Similarly, in Russia, cooperative learning has been explored as a means to address educational disparities and promote inclusivity. Researchers have noted that cooperative learning can enhance student motivation and engagement, particularly among marginalized groups (Krylov, 2021). By nurturing a sense of belonging and support within groups, cooperative learning helps to bridge gaps in knowledge and experience, creating a more equitable learning environment for all students.

In the UK, cooperative learning practices have been widely adopted across various educational institutions. The emphasis on student-centered learning aligns with national educational reforms aimed at enhancing critical thinking and collaborative skills (Fletcher, 2020). Studies have indicated that students who participate in cooperative learning activities exhibit higher levels of engagement and retention of knowledge compared to their peers who learn in isolation. This aligns with the

broader educational goal of preparing students for an increasingly interconnected world.

In Africa, countries like Nigeria and Ghana have begun to embrace cooperative learning as a transformative approach to education. In Nigeria, research has shown that cooperative learning strategies can significantly improve student performance in subjects like mathematics and science, which traditionally rely on rote memorization (Olaniyan, 2022). Similarly, Ghanaian educators have recognized the potential of cooperative learning to nurture teamwork and communication skills, preparing students for collaborative roles in their communities (Osei & Akoto, 2021).

Uganda has also seen the integration of cooperative learning within its educational framework, particularly in response to challenges posed by large class sizes and limited resources. Cooperative learning provides a solution by enabling students to support each other academically while also building social skills (Tiberondwa, 2021). The Ugandan government has encouraged the adoption of this approach to create a more interactive and student-centered learning environment, which is essential for the country's educational advancement.

In Tanzania, cooperative learning has been promoted as an approach to improve educational outcomes, particularly in rural areas where access to resources may be limited. Research has demonstrated that students who engage in cooperative learning are more likely to remain in school and perform better academically (Msuya, 2022). This aligns with Tanzania's broader goals of achieving quality education for all, particularly in underserved communities. The collaborative nature of this approach helps to mitigate challenges associated with educational inequalities.

In Kenya, the introduction of the Competency-Based Education (CBE) has further promoted cooperative learning as a key pedagogical approach. The CBE emphasizes the development of competencies, such as critical thinking, communication, and collaboration, which are essential for the 21st century. Educators are encouraged to implement cooperative learning strategies to create interactive learning environments that nurture teamwork and active participation (Karanja, 2022). This shift aligns with global educational trends that prioritize student-centered learning over traditional methods.

Research conducted in Kenyan secondary schools has demonstrated that cooperative learning can significantly enhance student performance in subjects like mathematics and science. A study by Wanjiru (2021) found that students who engaged in cooperative learning activities showed improved understanding of complex concepts and better retention of knowledge compared to those taught through traditional methods. This underscores the effectiveness of collaborative strategies in promoting academic achievement and nurturing a deeper understanding of subject matter.

Moreover, cooperative learning has been shown to improve social skills among Kenyan students. By working in groups, students develop essential interpersonal skills, such as communication, empathy, and conflict resolution. This is particularly important in a culturally diverse country like Kenya, where students come from various backgrounds and experiences (Njeru & Ndung'u, 2020). Cooperative learning creates a platform for students to share their perspectives and learn from one another, promoting inclusivity and respect for diversity.

Despite the advantages of cooperative learning, challenges remain in its implementation in Kenyan schools. Many educators are still accustomed to traditional teaching methods and may lack the training or resources to effectively incorporate cooperative strategies into their lessons. Additionally, large class sizes can hinder the effectiveness of group work, as it becomes challenging for teachers to manage and facilitate multiple groups simultaneously (Ochieng, 2021). These obstacles highlight the need for targeted professional development and support for teachers to fully realize the benefits of cooperative learning.

Furthermore, the effectiveness of cooperative learning in Kenya has yet to be thoroughly explored in various contexts, such as rural versus urban schools. Research is needed to understand how factors like socio-economic status, access to resources, and cultural attitudes towards collaboration influence the implementation and outcomes of cooperative learning (Kibet, 2022). Such studies could provide valuable insights for educators and policymakers to tailor cooperative learning practices to the unique needs of different student populations.

The Kenyan government has recognized the importance of nurturing collaboration and teamwork in education. Initiatives aimed at enhancing teacher training and curriculum development have been introduced to support the integration of cooperative learning into classrooms. For instance, workshops and seminars are being organized to equip educators with the necessary skills to implement cooperative strategies effectively (Mutua, 2021). These efforts aim to create a more collaborative learning culture that benefits all students. As the educational landscape in Kenya continues to evolve, cooperative learning stands out as a promising approach to enhance student learning outcomes.

2.2 Strategies used by Teachers in Teaching Literature

Teaching strategies in Literature have evolved significantly as educators strive to improve students' engagement, comprehension, and analytical skills, with a growing emphasis on learner-centered approaches such as Cooperative Learning (CL). According to Johnson and Johnson (2021), Cooperative Learning is an instructional strategy where students work collaboratively in small groups to achieve shared learning goals, fostering interdependence, responsibility, and higher academic achievement compared to traditional teacher-centered instruction. In the context of teaching Literature, CL promotes discussion, interpretation, and appreciation of texts, helping learners develop critical thinking and communication skills (Gillies, 2020). Globally, the integration of cooperative and interactive methods has gained prominence as educators recognize that peer collaboration enhances motivation and retention, especially in subjects requiring interpretation and creativity such as Literature (Tran, 2023).

In worldwide studies, research conducted in the United States demonstrated that the use of CL in Literature classrooms improved students' comprehension and appreciation of literary texts by encouraging shared interpretation and dialogue (Hancock, 2021). A study in Canada employed a mixed-methods design to evaluate the effectiveness of CL in English Literature classes and found that students in cooperative groups exhibited improved analytical writing and confidence in literary discussions compared to those in conventional lecture-based settings (Morrison, 2022). Similarly, in Australia, a quasi-experimental study revealed that cooperative learning strategies such as jigsaw reading and think-pair-share enhanced learners' ability to analyze characters and themes, thereby deepening literary engagement (Taylor & Benson, 2020). In the United Kingdom, longitudinal classroom

observations showed that students exposed to CL developed greater empathy and interpretive depth when engaging with literary texts, as peer discussions enabled them to appreciate multiple perspectives (Lloyd, 2023). These findings collectively suggest that globally, CL offers an effective framework for fostering collaboration and critical reflection in Literature teaching, shifting the focus from teacher dominance to learner interaction (Barkley, 2021).

In developed countries, numerous studies have affirmed the value of CL in improving outcomes in Literature education. For instance, research in Finland applied an action research design to examine CL techniques in secondary Literature classrooms, revealing that structured peer collaboration led to higher student motivation and deeper text comprehension (Karjalainen, 2020). In Singapore, a case study involving English Literature teachers showed that the use of cooperative reading circles enhanced students' interpretive abilities and teamwork skills, aligning well with the country's competency-based curriculum (Tan & Lim, 2022). A study in Japan used qualitative interviews to explore teachers' perceptions of CL and found that group-based learning encouraged mutual respect and active participation, contributing to improved engagement in Literature lessons (Sato, 2021). Likewise, research in South Korea found that students who engaged in cooperative literary analysis performed better in creative interpretation and thematic synthesis than those in lecture-based settings (Kim, 2023). These studies indicate that developed nations have embraced CL not only as a means to improve academic achievement but also as a strategy for cultivating communication and social skills essential for 21st-century learning (Oh, 2020).

In middle-income economies, similar patterns have been observed with increasing adaptation of CL in English Literature instruction. In Malaysia, a quasi-experimental study found that cooperative reading and discussion groups improved students' interpretation of poetry and prose while fostering a positive classroom climate (Rahman, 2021). Research in South Africa revealed that Literature teachers using CL observed higher student participation and comprehension, especially among learners from linguistically diverse backgrounds (Moyo, 2023). In Brazil, a mixed-methods study demonstrated that CL enhanced students' analytical skills and cultural awareness through collaborative interpretation of Latin American literary works (Silva, 2022). Additionally, in Turkey, an experimental study reported that students taught through cooperative techniques achieved significantly higher test scores and displayed improved confidence in articulating literary ideas compared to those taught traditionally (Demir, 2020). These findings suggest that middle-income countries are increasingly leveraging CL to address engagement and comprehension gaps in Literature, recognizing its role in promoting inclusivity and active learning (Nguyen, 2021).

In developing nations, CL has also emerged as an effective pedagogical approach for improving Literature education amid resource and infrastructural constraints. In Kenya, a study conducted among secondary schools found that cooperative reading circles enhanced learners' understanding of set texts and improved peer support in comprehension tasks (Oketch, 2023). In Nigeria, an experimental study revealed that students taught Literature using CL performed significantly better in essay writing and oral interpretation compared to those taught through lecture methods (Oluwole, 2021). In Ghana, researchers noted that group-based learning improved engagement among low-achieving students, enabling them to interpret themes collaboratively and

build confidence in class participation (Agyeman, 2022). Similarly, a study in Uganda indicated that the adoption of CL strategies such as peer discussion and group analysis fostered higher retention of literary content and improved learners' critical response skills (Nabwire, 2020). Collectively, these studies highlight that CL serves as a transformative approach in developing contexts, enhancing both academic performance and learner participation despite challenges such as large class sizes and limited teaching materials (Mutua, 2024).

2.3 Cooperative learning as a Student-Centred Method in Teaching and Learning

Cooperative learning, as a student-centered method, is a pedagogical approach that places students at the heart of the learning process. Unlike traditional teacher-centered methods where the educator is the primary source of knowledge, cooperative learning encourages students to collaborate in small groups, sharing responsibility for their own learning and the learning of their peers. This approach nurtures a deeper understanding of material, enhances critical thinking skills, and develops social and communication competencies. The emphasis is on active learning, where students construct knowledge through interaction and mutual support.

Globally, cooperative learning has gained significant traction due to its proven benefits in enhancing student engagement and achievement. Research suggests that this method leads to improved academic outcomes, higher retention rates, and greater student motivation (Johnson & Johnson, 2017). The approach also encourages the development of interpersonal skills, which are essential in today's increasingly collaborative global environment. By nurturing teamwork, cooperative learning

equips students with the skills they need for success in both their academic and professional lives (Slavin, 2019).

Finland, renowned for its progressive education system, has integrated cooperative learning extensively in its schools. Finnish educators prioritize student autonomy and group work, allowing students to engage deeply with the material through collaborative problem-solving activities (Niemi & Nevgi, 2021). This approach aligns with Finland's broader educational philosophy, which emphasizes equality, creativity, and critical thinking. Finnish students benefit from cooperative learning's ability to encourage peer-to-peer teaching and the sharing of diverse perspectives, both of which contribute to high levels of student satisfaction and performance.

In Germany, cooperative learning has been embraced as part of efforts to reform traditional, lecture-based methods of instruction. German educators have adopted cooperative learning in a variety of subjects, particularly in secondary and higher education, where group-based projects and peer assessments are increasingly common (Huber, 2020). The approach has been particularly effective in nurturing critical thinking and problem-solving skills, as students must collaborate to navigate complex academic challenges.

Canada has long been a proponent of inclusive and interactive learning environments, with cooperative learning playing a central role in classrooms across the country. Canadian educators have integrated cooperative learning into curricula at all levels, from primary education to post-secondary institutions. The method is used to encourage collaboration among students from diverse backgrounds, thereby promoting inclusivity and cultural understanding (Gillies, 2016). In addition, cooperative learning has been shown to improve student engagement and academic

achievement, particularly in subjects such as mathematics and science (Van Ryzin & Roseth, 2019).

In Australia, cooperative learning is seen as an essential strategy for promoting student-centered learning in diverse classroom settings. Australian educators often use this approach to support students in developing both academic and social skills, with a focus on nurturing a collaborative culture within the classroom (Buchanan, 2019). Research indicates that cooperative learning is particularly effective in engaging students from disadvantaged or marginalized backgrounds, as it allows for differentiated instruction and peer support (Cavanagh, 2020).

In Madagascar, cooperative learning has been adopted as part of efforts to improve educational outcomes in a challenging context. With large class sizes and limited resources, Malagasy educators have turned to cooperative learning as a way to enhance student participation and ensure that all students have the opportunity to contribute to and benefit from the learning process (Razafindrabe, 2022). The method has been particularly effective in encouraging students to take an active role in their own learning and in supporting the development of critical thinking and problem-solving skills.

Rwanda, a country that has made significant strides in rebuilding its education system in the aftermath of the 1994 genocide, has embraced cooperative learning as part of its broader efforts to promote peace and reconciliation through education. Rwandan educators use cooperative learning to nurture collaboration and mutual respect among students, many of whom come from diverse ethnic backgrounds (Williams, 2020). This approach has been instrumental in building social cohesion and nurturing a sense of community within the classroom.

The findings of the study revealed that the effectiveness of developing teachers' skills in the use of whichever approaches, methods and skills best bring about learning. The study highlights the usefulness of an adaptive approach examining the realities within which teachers work and experimenting with strategies that seek to achieve student learning within the limitations of these realities. The focus is on learning-centred rather than student-centred approaches.

Plessis (2020) examined Student teachers' perceptions, experiences, and challenges regarding student-centred teaching. To this end, an inquisitive research strategy and qualitative research approach were selected as suitable methodology. Data was collected through a voluntary written assignment set out in student teachers' teaching practice notebooks. The findings indicated that student teachers have a limited understanding of student-centred teaching and are currently experiencing three serious challenges with regard to student-centred teaching. To combat this, guiding principles involving lecturers' support and involvement, reflection, and the accountable intervention of mentor teachers are suggested.

The use of cooperative learning in Kenya has also shown potential for nurturing social cohesion in classrooms, especially in schools with diverse student populations. Kenya's ethnic diversity often presents challenges related to social integration in schools. Cooperative learning helps mitigate these issues by promoting teamwork and mutual respect among students from different cultural backgrounds (Mboya & Ochieng, 2019). By working together in groups, students learn to appreciate different perspectives and develop empathy for their peers.

Despite its benefits, the implementation of cooperative learning in Kenya faces certain challenges. Teachers often lack sufficient training in student-centered methodologies, and there are concerns about the consistency of its application across schools, particularly in rural and under-resourced areas. Additionally, large class sizes can make it difficult to organize effective group work, and some students may struggle to participate equally in collaborative tasks (Mutua & Njoroge, 2021). Addressing these challenges will require ongoing professional development for teachers, better resource allocation, and continued efforts to refine the CBE framework to support cooperative learning more effectively.

2.4 Teachers Understanding of Cooperative Learning

Teachers' understanding of Cooperative Learning (CL) plays a crucial role in determining its successful implementation and impact on students' learning outcomes. Cooperative Learning is generally understood as a structured instructional strategy where students work in small, heterogeneous groups to achieve shared academic goals, relying on positive interdependence, individual accountability, and group interaction (Johnson & Johnson, 2021). Teachers' comprehension of CL extends beyond group work; it involves understanding its theoretical foundation, principles, and application in diverse classroom settings (Gillies, 2020). A global study by Tran (2023) revealed that teachers who clearly understood CL principles—such as promotive interaction, social skills development, and group reflection—were more likely to use the method effectively, resulting in improved learner engagement and critical thinking.

In developed countries, research in the United States found that teachers' understanding of CL was deeply linked to their professional training and exposure to

student-centered pedagogies, enabling them to create environments that encouraged peer learning and collaboration (Hancock, 2021). Similarly, in the United Kingdom, a qualitative study indicated that teachers who possessed a strong grasp of CL principles reported higher student motivation and active participation in Literature lessons (Lloyd, 2023). In Finland, Karjalainen (2020) observed that teachers who understood CL as a process of guided interaction among learners were able to foster deeper literary analysis and comprehension. Meanwhile, in Singapore, Tan and Lim (2022) established that teachers' conceptual clarity on CL directly influenced how effectively they designed cooperative tasks aligned with curriculum objectives, particularly in English and Literature classes.

In middle-income economies, teachers' understanding of CL has been shown to vary widely, often depending on access to professional development and institutional support. A study in Malaysia found that while teachers valued CL for its interactive nature, many lacked training on structuring group tasks and assessing collaborative learning outcomes effectively (Rahman, 2021). Similarly, in South Africa, Moyo (2023) reported that teachers' partial understanding of CL led to inconsistent implementation, with some reverting to teacher-centered methods despite recognizing the benefits of learner collaboration. In Turkey, Demir (2020) discovered that teachers who understood CL as a participatory rather than competitive process achieved greater success in enhancing students' interpretive skills in Literature. In Brazil, Silva (2022) found that teachers with a deep conceptual understanding of CL facilitated more equitable participation and improved learners' analytical competencies.

In developing nations, challenges such as limited training opportunities, large class sizes, and inadequate teaching resources often influence teachers' understanding and application of CL. In Kenya, Oketch (2023) noted that most Literature teachers viewed CL positively but lacked systematic knowledge of its principles, leading to superficial group activities rather than true cooperative engagement. A study in Nigeria revealed that teachers' limited conceptual understanding of CL hindered students' collaborative learning experiences, as teachers often confused cooperative learning with simple group discussions (Oluwole, 2021). In Ghana, Agyeman (2022) found that continuous professional support enhanced teachers' understanding of CL, enabling them to integrate reflective discussions and peer assessment into their teaching of Literature. Similarly, in Uganda, Nabwire (2020) observed that teachers who had undergone in-service training on CL effectively used peer discussions and joint text analysis to improve student comprehension and confidence in interpreting literary works.

2.5 Cooperative learning and Academic Achievement

Cooperative Learning (CL) and academic achievement have been widely studied as education systems worldwide shift toward learner-centered pedagogies that emphasize collaboration, interaction, and shared responsibility for learning outcomes. Cooperative Learning is defined as an instructional strategy where students work in small, structured groups to achieve shared academic goals while supporting one another's learning through positive interdependence, individual accountability, and promotive interaction (Johnson & Johnson, 2021). Globally, researchers have linked CL to improved academic performance, motivation, and retention, particularly in subjects that demand critical thinking and communication, such as Literature and

Language Education (Gillies, 2020). Studies have consistently shown that CL fosters deeper understanding and long-term retention because it engages cognitive, social, and emotional dimensions of learning (Tran, 2023).

Worldwide, a longitudinal study in the United States by Slavin (2022) found that students exposed to cooperative structures such as “Student Teams Achievement Divisions” outperformed those taught through lecture-based approaches, with higher mean scores and improved peer support. Similarly, in the United Kingdom, Lloyd (2023) revealed that cooperative learning groups in secondary schools enhanced students’ analytical and interpretive skills in English Literature, demonstrating that academic performance improved when learners engaged in discussion-based tasks. In Finland, Karjalainen (2021) conducted a quasi-experimental study comparing CL with traditional instruction in Literature and found that the cooperative group scored significantly higher in comprehension and written analysis tests. In Canada, Wong and Lee (2024) used mixed methods to explore the relationship between CL and academic achievement in English classes and reported that cooperative environments increased students’ self-efficacy, motivation, and overall grades, indicating that academic success was closely tied to social collaboration and peer feedback.

In middle-income economies, the impact of CL on academic performance has also been notable. In Malaysia, Rahman (2022) conducted a quasi-experimental study involving secondary school students in Literature and found that CL improved learners’ test scores and interpretive competencies compared to traditional teaching. Similarly, in Turkey, Demir (2021) examined the effect of structured group discussions on Literature achievement and found that students in cooperative settings developed higher levels of reasoning and textual understanding. In Brazil, Silva

(2022) used a mixed-methods approach and reported that CL enhanced both academic performance and cultural appreciation, as learners engaged more deeply with contextual elements of texts. In South Africa, Moyo (2023) revealed through a classroom-based experimental design that students taught through cooperative reading circles demonstrated higher academic gains and better engagement than those taught using teacher-dominated lessons, affirming CL's capacity to boost achievement through collaborative analysis and shared responsibility.

In African nations, Cooperative Learning continues to demonstrate positive effects on academic performance, particularly in resource-constrained environments. In Kenya, Mutua (2024) found that students who participated in CL groups in Literature scored higher in comprehension tests and exhibited stronger analytical writing skills compared to those taught through lecture methods. In Nigeria, Oluwole (2021) employed a quasi-experimental approach to compare traditional instruction with CL in English Literature and discovered that CL significantly enhanced students' mean achievement scores and retention rates. In Ghana, Agyeman (2022) revealed that integrating CL strategies in Literature classrooms improved both academic performance and student confidence, particularly in schools that emphasized teamwork and peer evaluation. In Uganda, Nabwire (2020) observed that learners taught using CL demonstrated better reading fluency, retention, and interpretation of texts, suggesting that academic achievement is strongly influenced by collaborative learning structures that promote interaction and peer feedback.

2.6 Gaps in literature reviewed

Cooperative learning approach as seen from the various studies that have been conducted, can improve not only students' speaking skills but also their

attitudes, writing, reading and grammar. Many researchers have investigated on CLA and students' speaking skills but the target population for most of them (Ning, 2010; Al Sobhani, 2013) are college or university students. Secondary school students and teachers face a lot of problems in the teaching and learning of English speaking skills (Ahmadi, 2017). There was need therefore to investigate the effectiveness of CL for teaching literature in secondary school. The study designs used by the researchers who have studied on CLA on students speaking skills include the quasi experimental interrupted time series (Ahmed & Omer, 2014), other experimental designs (Ning, 2011; Talebi & Sobhani, 2012). The researcher in this study saw a gap in the use of the Quasi experimental with a non equivalent control group pre-test post-test design in the investigation of the effectiveness of CL for teaching and learning literature in English in secondary schools. These researchers who have studied CLA on students' English language speaking employed different types of sampling techniques like purposive sampling, randomly assigning to pre-test post-test groups (Ahmed & Omer, 2014; Talebi & Sobhani, 2012).

The researcher in this study found a gap from the fact that none of these studies had been done with secondary school students in literature. From the few studies done in Kenya, Orato; et al (2013) studied on the effects of computer based cooperative learning on students' achievement in English grammar. Their study was done in Njoro in Nakuru county. The gaps here in were on the research topic in that as they were interested on students' English language grammar, this study investigated on the effect of CL on students' English-speaking skills. The study was also done in an area other than Njoro There study used the Solomon four nonequivalent control group design and the target population was all the form two students' co-educational

schools in the county. The researcher in this study employed a quasi-experimental with a non-equivalent control group design to see if it would deliver similar results with theirs. In this study also, the researcher involved all the form three students from the mixed sub-county secondary schools in Nandi central, Nandi county. Other studies conducted on effects of CL in Kenyan schools didn't investigate on students' English-speaking skills but other components including oral literature genres (Sonoi, 2014) and poetry (Chemwei & Somba, 2014). The researcher decided to find out the effectiveness of CL for teaching literature in English among secondary schools, which had not been investigated in Teso North sub-county; Kenya.

2.7 Chapter Summary

The literature reviewed in this chapter focuses on the effectiveness of CL for teaching Literature among form three students in Kenya. This includes identifying strategies used by teachers in teaching literature among form three students, the cooperative learning methods of teaching literature as understood and used by teachers, and the difference, if any, in performance of literature between students taught by cooperative methods and those taught using other methods.

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

3.1 Introduction

This chapter presents the design and methodology that was used in this study. Methodology refers to the system of procedures used in sampling and collecting information required for a particular research. This section gives a description of the research design, the target population, description of sample size and sampling procedures, data collection instruments, data analysis procedures and ethical considerations.

3.2 Research Design

Research design refers to the philosophical framework and the fundamental assumptions of research (Creswell, 2018). This is because the philosophical framework one uses influences the procedures of research design. The current study utilized Quasi-experimental research design using mixed methods where Pre-test and posttest and interview were employed in data collection. This is a type of mixed-method approach that involves collecting quantitative data through pre-tests and post-tests, followed by qualitative data through interviews to explain the quantitative findings (Creswell & Plano Clark, 2018). A quasi-experimental sequential explanatory mixed-methods design was used for the study because it was an appropriate method for answering questions relating to variables when random selection of groups is not possible (Creswell, 2012).

A true experimental group design was inappropriate for the current study as the random assignation of participants is not always possible in an educational setting (Lichtman, 2013). Despite that the research adopted mixed methods research approach (MMR), it is more quantitative, and this position research in transformative framework where the collection and analysis of data either qualitative or quantitative results are first analyzed and integrated in the interpretation phase (Creswell, 2012). A cross-sectional method was used to collect data. By applying statistical techniques to this data, it was possible to generalize from findings to other experimental settings. Quasi-experimental research design is found appropriate since it allows the investigation of causal relationships between use of CL (IV) and performance of Literature in English (DV) (Loewen & Plonsky, 2016).

3.3 Study Area

The study was undertaken in St. Thomas Amagoro secondary school in Busia County. The school lies close to the Kenya–Uganda border, approximately 8 kilometers north of Amukura Town and 30 kilometers northeast of Busia Town. Geographically, the school is situated at latitude 0.6882° N and longitude 34.2515° E. An ideal setting for any study should be accessible to the researcher and that which permitted instant rapport with the informants (Caruth, 2013). Busia County is accessible. The researcher believes that the study area was generalizable and gives a varied view of the problem under study since most schools have the same characteristics and traits. However, the choice of study area does not render the other parts of the country less significant. The choice of the area of study is guided by the

need for maximum utilization of the most likely available resources in terms of time, human resources and finances. The study area is as shown in figure 3.1.



Fig. 3.1: Map of Busia County

Source: Google maps

3.4 Study Population

A target population is the entire group of individuals, events or objects having common observable characteristics, from which the researcher wants to generalize the results of a study (Polit & Beck 2017). Target population is the accessible population within the area of study and which the researcher intends to study. It consists of the total number of subjects or total environment targeted in conducting the study (Oso and Onen, 2009). The population of interest in this study consisted of all form three students in St. Thomas Amagoro secondary school with a student population of 172 and 4 class teachers. Thomas Amagoro Secondary School was used in the study because it provided a suitable and controlled environment for implementing the quasi-experimental design required for the research. The school was purposefully selected since it had both day and boarding students, offering a

diverse population that reflects the general characteristics of learners in Teso North Sub-County. Additionally, the school had a sufficient number of Form Three students taking Literature in English, which made it possible to form both the experimental and control groups without disrupting normal learning activities.

3.5 Sample Size and Sampling Techniques

Sampling is the process of selecting a sub-set of cases to be included in a study in order to draw conclusions about the entire set (Yin, 2014). It is a small set of cases a researcher selects from a large pool and generalizes to the population (Neuman, 2014).

3.5.1 Sample size

Sample size refers to the number of subjects or observations included in a study. The sample size for this study was determined based on recommendations by various scholars that for descriptive studies, a sample between 10% and 30% of the accessible population is enough to offer a truly representative sample of the target population for generalization (Kerlinger, 2004; Neuman, 2007; Kothari, 2014; Orodho, 2017). The population to be studied is large with 23 schools in the study area. However because the nature of the study was quasi-experimental, the researcher purposively selected one school- St. Thomas Amagoro containing four streams. The experimental group consisted of 88 students while the control group comprised of 84 students totaling to 172 students and 4 teachers as indicated in table 3.1

Table 3.1 Sample size

Test	Number of students	Sampling method	Teachers	Sample method
Pretest Control	42	Census	1	Purposive
Pretest Experimental	45	Census	1	Purposive
Posttest Control	42	Census	1	Purposive
Posttest Experimental	43	Census	1	Purposive
Total	172		4	

3.5.2 Sampling Techniques

To identify the sample, the study used Solomon Four-Group Design to select all the four Streams in St.Thomas Amagoro secondary school in Teso North Sub County (Kothari, 2008). The sample size for students in this study was census sampling which involved selecting all the four streams schools (two streams in each category). Census sampling is a method in which data is collected from every member of a population rather than a subset, ensuring comprehensive representation and accuracy (Kumar, 2019). The teachers were considered to be the key informers who were selected purposively because they were considered to have knowledge in teaching using cooperative methods of teaching (experimental) while purposive sampling was employed to select two teachers who used CL methods of teaching (control). The study used purposive selection on teachers because they possessed the specific knowledge, experience, and expertise required to provide relevant information on the teaching of Literature in English using the Cooperative Learning Approach. However, since the nature of the research is a quasi-experimental study which does not allow for randomness in selecting the study participants, one intact class (form three) in the selected school was used as per the recommendations of Johnson and Christensen, (2012).

3.6 Research Instruments

Research instruments are tools of data collection such as a quantitative standardized instrument (Creswell, 2018). The research instruments are tools used to collect information from the intended sample size. The research instruments for this study was pre-test, post-test, observation schedule for lessons and interview schedule for teachers. Pre-test and post-test provided quantitative data while observation and interview schedule provided qualitative data.

3.7 Pre-test and Post Test

3.7.1 Pretest

The pre-test is used to measure and ensure the comparability of two groups prior to the treatment, Christensen & Burke (2012). A pre-test is a method of checking that the questions are working as intended and understood by those individuals who are likely to respond to them. The researcher developed a CL test to be administered to students. The test was derived from the passage and involved multiple choice questions set out in the KNEC rules, the syllabus and contained a maximum of 25 questions with an overall score of 50 marks to check if the students have the same attributes in terms of their level of performance. This would be converted into a total 100% mark. Questions were taken from form three of the coursework and the researcher strictly complied with the criteria of KNEC. This pretest was administered to check whether different or equivalent responses are given by the classes.

3.7.2 Post-Test

The post-test enables the researcher to determine the quick effect of treatment on the outcome variables (Christensen & Burke, 2012). The main instrument to be used to

collect data after treatment was given to the experimental group. No CL learning aids was used by the control group. The test was administered to the two groups. This was used to test the hypothesis if there is a difference in achievement between the two groups, one with the use of interactive learning methods in teaching and the control of the common audio.

3.7.3 Observation Schedule

The sampled CL teachers was subjected to both participant and non-participant observation to determine adoption of the CL teaching and learning English during teaching. The researcher used an observation schedule comprising questions that was used to guide the researcher to ascertain adoption of particular CL teaching skills (appendix). Kumar (2011) define observation as the systematic description of events, behavior and artifacts in the social setting chosen for the study. Observation enables the researcher to describe existing situations using the five senses providing a real picture of the situation under study hence providing in-depth and reliable information about a study (Kumar, 2018). Furthermore, the method provides insights into underlying information related to behavior and attitudes. According to Dewalt and Dewalt (2002;92) observation provides the researcher with an opportunity to develop a holistic understanding of the phenomena under study that is as objective and accurate as possible given the limitations of the method. Observation therefore was also used to increase the validity of a study, as observations help the researcher to have a better understanding of the context and phenomena under study. Zohrabi (2013) say that validity is stronger with the use of additional strategies used together with observation, such as interviewing, document analysis, surveys, questionnaire or other quantitative data

collection methods. In this study observation was used, where the researcher observed CL the difference between CL and traditional methods of teaching, the interaction level between the teachers and the students and the lesson presentations in accordance to the lesson plan.

3.7.4 Interview Schedule

The interview was used as a complementary instrument to boost the information which was obtained by use of observation schedule. Interview was conducted with the only experimental group of CL teachers who are to be in charge of teaching English. The interview questions concentrated on the following aspects; investigate strategies used by teachers in teaching literature, analyze the student-centred methods in teaching and learning literature, determine teachers understanding of cooperative learning as a strategy in teaching Literature and determine the achievement in academic participation of Literature. The interview took thirty minutes per teacher.

According to Calmorin & Calmorin (2007), interviews are used to collect information from respondents in order to arrive at a conclusion. The interview was designed in a way that it had open ended type of questions in which probing was used to obtain deeper information. The researcher used probing questions to seek further information through the interview process. The individuals were interviewed to find out facts that cannot be directly observed such as feelings, thoughts and intentions.

3.8 Pilot Study

Pilot testing means the finding out if survey data collection, essential informant interview guide or observation formwork in the “real world” by trying it out first on a few people (Flick, 2018). The purpose is to make sure that everyone in the sample not only understands the questions but understands them in the same way. This way, too, can see if any questions make respondents feel uncomfortable. Also, be able to find out how long it takes to complete the test and observation schedule in real time.

The test, interview schedule and observation schedule was tested to establish their validity and reliability in Bishop Wabukala secondary School, Bungoma County which shares similar characteristics as the study area. One intact class in each category was used as a piloting class. To improving each tool, computation of the item difficulties and item discrimination indices was determined. This allowed the researcher to improve modify the instruments to allow for more accuracy when responding to the items in the instruments. This was to reduce common error biasness.

3.9 Validity and Reliability of the Research Instruments

3.9.1 Validity of Research Instruments

Validity is the degree to which results obtained from analysis of the data actually represents the phenomenon under study (Zohrabi, 2013). It is the accuracy and meaningfulness of inferences, which are based on research results. In qualitative research, researchers use terms like credibility, transferability, dependability and confirmability (Jwan & Ongondo, 2011). Credibility is the extent to which a study investigates what it claims to investigate

and reports what exactly happened in the field (Yin, 2003, Creswell & Miller, 2000). Dependability is the extent to which the research procedure is clear to enable replication or use by other researchers (Mason, 2002). Conformability refers to level of neutrality of the researcher and how that influences findings recorded (Gillham, 2000). In quantitative research, use of triangulation does assist to ensure validity. This study being mixed methods all the above is relevant in addition, the researcher consulted university supervisors as well as colleagues in the school. The experts' advice, in the field of Curriculum, Instruction and Educational Media, School of Education, Moi University assisted to attain content validity which is the interest of this study; this ensured the study has the right content. Their comments was analyzed and incorporated in the study hence used to improve the validity of the instruments. Thus, four validity tests namely: face, content, criterion and construct was conducted.

Face validity was determined by a review of the items in the research instrument by engaging supervisors and experts in research methodology from the School of Education, Moi University.

Content validity was carried out by experts who ensured that the measurement scale measure what they are intended to measure and to establish if they are the correct ones. The experts examined the instrument and evaluate their relevance in the light of the research objectives and hypotheses.

Criterion validity this was conducted to help in predicting the possible outcome based on the application of the research instrument while

Construct validity was done in order to measure the extent to which the research instruments actually measure the constructs which are intended to be measured.

3.9.2 Reliability of the Research Instruments

Reliability is about the quality of measurement done in a research. This is a consistency or repeatability of research measures (Wong, Ong, & Kuek, 2012). Reliability ensures that there is precision with which data is collected. If the same results are gained time after time, no matter how many times you conduct a piece of research, this suggests that the data collected is reliable (Burke & Christensen, 2012). To test reliability of the test in this study, test-retest was used in which the tools which was administered to the respondents in Bungoma High School, Bungoma County which has similar characteristics as the study area. This test was repeated after a period of two weeks. Thereafter reliability Coefficient was calculated to test on the reliability of the research instruments. A reliability coefficient of more than 0.70 was obtained and was considered adequate to allow the researcher proceed with the study as per the recommendations of Creswell (2014).

3.10 Data Collection Procedures

Before data collection, relevant documentation and permissions was sought. A research permit was obtained from the National Commission for Science, Technology and Innovation (NACOSTI) after approval of the research by the University. Once the permit is granted, the potential subjects was formally contacted through relevant national and county government officials and their respective school head teachers. After permission is granted, the researcher proceeded to the respondents and collect data. Thereafter, the researcher then proceed to inform the

authorities of the County Director. The content of the letter included the purpose of the study, time frame and seeking permission to involve form three students of the four streams in St.Thomas Amagoro secondary school in Teso North, the researcher administered pre-test in all the schools. This was done with the help of two research assistants. The administration of the pre-test using CL in the experimental group and conventional methods of teaching Literature in the control group for a period four weeks. During the four weeks of administering the pretest, the researcher was observing how teachers prepare materials for teaching and how they administer the teaching of CL. Post-test was administered immediately after the four weeks of intervention to both the experimental and control group. The key informants were further be interviewed after the administration of the post-test to get in-depth understanding on use of CL and interactive teaching methods.

3.11 Description of Data Analysis Procedures

Data was organized according to the emerging themes. Descriptive statistics was used to analyze quantitative data. In descriptive statistics, percentages and frequency distribution techniques was used to show the particular frequency of respondent's preferences and give the value of the factors affecting the effectiveness of corporative learning on learning literature among form three students. SPSS was used to compute quantitative data that was collected using questionnaires. Statistical tests, such as chi- square used to infer the relationship between findings. Qualitative data was presented verbatim according to the themes that was analyzed. The two approaches, quantitative and qualitative, was interwoven in the analysis as the data was presented and analyzed based on each objective. Quantitative data was presented graphically and in tables while further explanations was offered from the qualitative data.

Table 3.1: Summary of Data Analysis

Research Objective	Methods	Analysis Techniques
1. To find out strategies used by teachers in teaching literature among form three students.	Observation schedule/interview schedule	• Thematic analysis
2. To identify student centered methods of teaching used by teachers.	Observation schedule/interview schedule	• Thematic analysis
3. To discuss Cooperative Learning Approach as a teaching strategy.	Observation schedule/interview schedule	• Thematic analysis
4. To analyze performance of students taught using Cooperative Learning Approach.	Tests scores (pre-test and posttest)	• T-test • Mean • SD

3.12 Ethical Considerations

Ethics is concerned with defining norms of conduct that distinguish between acceptable and unacceptable behaviour (David and Resrik, 2011). It demands that ethical considerations are made when conducting studies that involve human beings. The researcher assured the respondents of the privacy and confidentiality of the information gathered. The researcher stated the importance of the research to the respondents and write a letter to St. Thomas Amagoro that participated in this study. The researcher further adhered to the principle of informed consent by the respondents. Informed consent is the procedure in which individuals choose to influence their decision (Neuman, 2000).

Furthermore, the study adhered to ethical issues that are the baseline of any research by developing systematic, verifiable research procedures that would not infringe on the rights and welfare of any individual. The study ensured the participants are aware of all data gathering techniques, the capacities of such techniques, the extent to which participants remained anonymous and information given was kept confidential. In

order for the researcher to establish conducive conditions for voluntary consent, an egalitarian relationship with participants was established so that they view the study as a joint venture in the exploration of the objectives of the study.

However, participants were informed that their involvement is voluntary at all times and they were given thorough explanation beforehand of the benefits, rights, risks and dangers involved with their participation. The study took into account the participants' rights to self-respect and determination. The study maintained anonymity in the main survey by removing identification numbers from questionnaires after they are returned.

3.13 Chapter Summary

This chapter presents the research design and methodology adopted for the study on the effectiveness of the Cooperative Learning Approach in teaching Literature in English among Form Three students at St. Thomas Amagoro Secondary School in Teso North Sub-County, Busia County. The study utilized a quasi-experimental sequential explanatory mixed-methods design, combining quantitative (pre-test and post-test) and qualitative (interviews and observations) approaches. The study population comprised 172 students and 4 teachers, selected purposively to form experimental and control groups. Data were collected using pre-tests, post-tests, observation schedules, and interview guides. The instruments were piloted at Bishop Wabukala Secondary School to ensure validity and reliability, with expert reviews enhancing content and construct validity. Data were analyzed using descriptive and inferential statistics, including means, standard deviations, and t-tests for quantitative data, and thematic analysis for qualitative data. Ethical considerations such as informed consent, confidentiality, voluntary participation, and respect for

respondents' rights were strictly observed. The chapter provides a comprehensive framework guiding data collection, analysis, and interpretation in line with the study objectives.

CHAPTER FOUR

DATA ANALYSIS, PRESENTATION, INTERPRETATION AND DISCUSSION

4.1 Introduction

This section presents the results of the analyzed data on the effectiveness of the Cooperative Learning Approach in teaching Literature in English in secondary schools in Kenya. Specifically, it addresses the strategies used by teachers in teaching Literature among Form Three students, the student-centered methods employed by teachers, the application of the Cooperative Learning Approach as a teaching strategy, and the performance of students taught using the Cooperative Learning Approach. The chapter also includes the interpretation and discussion of the findings in relation to the reviewed literature.

4.2 Response Rate

A total of 172 students were selected to participate in the study. Out of this number a total of 86 students participated in the pre-test for both the control and experimental classes. However, 82 students participated in the posttest for both the control and experimental group. This implies that a total of 4 students who sat the pre-test did not sit for the posttest examinations. Thus, 95.8% of the students were used in the posttest as compared to those of the pre-test as presented in Table 4.1. Further, 2 out of 4 class teachers participated in the interview.

Table 4.1 Student' Distribution

Test	N	Mean	Std. Error Mean
Pretest Control	42	42.05	.509
Pretest Experimental	44	45.46	.927
Posttest Control	42	47.21	.739
Posttest Experimental	40	58.22	1.124

4.3 Strategies used by Teachers in Teaching Literature

The first objective of the study was to assess the strategies used by teachers in teaching literature among form three students in public secondary schools in Teso North Sub-county. In order to achieve this objective the study used observation and interviews. The researcher made an appointment by with the selected schools prior to the visit.

4.3.1 Observation on Strategies used by Teachers in Teaching Literature

In order to understand the strategies used by Teachers in Teaching Literature, the researcher made classroom observation during Literature in English lessons. To gather the information, the researcher observed various pedagogical approaches, instructional methods, and techniques employed by the teachers including Teaching Methods, Text Selection and Analysis, Engagement and Interaction among the teacher and the students.

During the observation conducted at Stream A, several strategies employed by teachers in teaching Literature in English were noted. The predominant method involved the traditional lecture format, where teachers primarily used oral presentations to deliver information on literary concepts, themes, and analyses of texts. They engaged students in discussions that centered on character analysis, plot

summaries, and thematic interpretations. The teachers often relied on verbal explanations and storytelling techniques to clarify complex literary elements, nurturing students' comprehension and critical thinking skills. Additionally, the teachers frequently organized group discussions and debates, encouraging students to express their opinions, share interpretations, and engage in analytical discourse about various literary works. Furthermore, they incorporated dramatizations and role-plays to bring literary characters and scenes to life, aiming to enhance students' understanding and emotional connection to the texts.

At Stream B, teachers implemented a diverse array of strategies to teach Literature in English beyond traditional lectures. They frequently employed the round discussions method, encouraging students to ask and answer questions, stimulating critical thinking and analytical skills. Moreover, teachers organized literary analysis workshops, where students worked collaboratively to interpret and discuss specific texts, focusing on themes, motifs, and literary devices. These sessions provided opportunities for peer-to-peer learning and enabled students to delve deeper into the nuances of literature. Additionally, the use of graphic organizers, such as concept maps or storyboards, was prevalent, aiding students in visually organizing their thoughts, analyzing plot structures, and identifying key literary elements within the texts.

In the third Stream (C), teachers heavily emphasized the use of literature circles and reading groups as a central strategy in teaching Literature in English. Students were divided into small groups, each assigned specific texts or chapters to read and analyze collectively. Teachers facilitated discussions within these groups, guiding students to explore various interpretations, analyze character developments, and examine plot

intricacies. The literature circles encouraged peer interaction, enabling students to express their viewpoints and engage in collaborative learning. Furthermore, teachers frequently organized thematic projects and presentations, where students creatively showcased their understanding of the texts through art, drama, or creative writing, nurturing a deeper appreciation for literature beyond textual analysis. Finally, at Stream D, the teaching strategies in Literature in English focused prominently on analytical essays and critical writing skills. Teachers conducted regular writing workshops, guiding students through the process of structuring literary essays, conducting textual analyses, and articulating arguments effectively.

They emphasized close reading of texts, honing students' ability to extract meaning from literary passages and supporting their interpretations with evidence. Furthermore, teachers incorporated reflective journals and response papers, allowing students to express personal reactions, thoughts, and connections to the literature, thereby nurturing their reflective and expressive capacities. Across these observations in the four streams, various strategies were evident, ranging from traditional lecture-based approaches to interactive discussions, collaborative activities, and writing-focused techniques. These diverse methodologies aimed to enrich students' engagement, comprehension, and critical thinking skills in Literature in English, catering to different learning preferences and nurturing a multifaceted understanding of literary works. Based on the observation, the strategies witnessed, such as group discussions, literature circles, inherently contain cooperative learning elements.

In streams where teachers organized group discussions, debates, and literature circles (Stream B and Stream C), there was a clear emphasis on nurturing collaborative learning environments. These approaches encouraged students to interact, discuss, and

collectively analyze literary texts, promoting peer learning, and collaborative problem-solving. Additionally, the utilization of small group settings to facilitate reading and analysis, as seen in literature circles, encouraged active participation, collective interpretation, and mutual learning. Collaborative projects observed, such as thematic presentations and creative showcases (Stream C), were platforms where students collaboratively explored and expressed their understanding of literature.

However, in streams where the emphasis seemed to be on individual writing skills and analytical essays (Stream D), the cooperative learning aspect appeared more restrained. While critical thinking and analytical skills were nurtured, the focus on individual writing might have limited the direct collaborative learning experiences. The implication of these observations in relation to the cooperative learning approach suggests that cooperative learning, when effectively integrated, can greatly enhance the teaching and learning of Literature in English. Streams that emphasized collaborative activities and discussions nurtured an environment that allowed students to benefit from shared knowledge, diverse perspectives, and peer interactions, aligning closely with the principles of cooperative learning. The cooperative learning approach encourages social interaction, promotes mutual learning, and emphasizes collective goal achievement, all of which were reflected in the observed strategies across the streams that leaned towards collaborative teaching methodologies.

This observation is similar to the findings by Smith and Brown (2016) who conducted a qualitative analysis of pedagogical strategies adopted by Literature in English teachers in secondary schools. The research involved interviews and classroom observations to identify prevalent teaching methods. The findings highlighted the

utilization of diverse strategies such as seminars, literature circles, close reading techniques, and thematic analysis discussions. The study emphasized the significance of these strategies in promoting critical thinking, text comprehension, and students' appreciation of literary works. Another similar study conducted by Garcia and Martinez (2018) explored the use of innovative teaching approaches, including drama-based instruction, storytelling, and role-playing techniques in teaching Literature in English.

Through qualitative analysis, the research showcased the positive impact of these creative strategies in nurturing students' imagination, empathy, and deeper understanding of literary texts. The study emphasized the importance of employing imaginative methods to facilitate students' engagement with complex literary concepts. The findings also concur with, Johnson et al. (2019) who focused on analyzing the effectiveness of technology-integrated strategies versus traditional methods in teaching Literature in English. The research compared instructional practices, including multimedia presentations, online discussions, and traditional lecture-based approaches. The findings indicated that while technology-enhanced methods offered interactive learning experiences, traditional approaches like guided discussions and textual analysis remained valuable in promoting in-depth understanding and critical analysis of literary texts.

Additionally, research by Kim and Lee (2020) explored differentiated instruction strategies used by Literature in English teachers to accommodate diverse students' needs. The study investigated how teachers personalized instruction through tiered assignments, flexible grouping, and varied text selections. The findings highlighted the positive impact of differentiated instruction in catering to students' individual

learning styles and abilities, nurturing a more inclusive and supportive learning environment.

4.3.2 Interview Response on Strategies Used by Teachers in Teaching Literature

To supplement on the data from observation, an appointment with form three teachers of Literature in English was sought for an interview session. In the interview, the researcher asked:

“Kindly share some of the specific strategies or methods you employ when teaching literature to Form Three students? How do these strategies engage and enhance their understanding of literary works?”

One of the participants had this to say:

Participant C2: One of the primary strategies I utilize is a combination of interactive discussions and close textual analysis. I initiate discussions that encourage students to actively participate, share their interpretations, and debate different perspectives on the text. This not only nurtures critical thinking but also creates an inclusive classroom environment where students feel their opinions are valued and respected. Furthermore, I incorporate multimedia resources such as audio readings, visual aids, and relevant online materials to complement our discussions. These resources help in bringing the text to life, making it more relatable and accessible to students, especially those who may find traditional text-based learning challenging. Additionally, I often organize group activities where students collaborate on analyzing specific passages or themes.

This cooperative learning approach allows them to learn from each other, building their analytical and communication skills while nurturing teamwork. Moreover, I integrate creative assignments into the curriculum, such as role-playing, creative writing, or even performance tasks related to the literature being studied. These activities not only engage students' *creativity but also* deepen their understanding by encouraging them to embody and express the essence of the literary works. I also incorporate real-world connections, encouraging students to relate the themes, characters, and conflicts in literature to current events or societal issues. This approach helps students grasp the relevance and timelessness of literature, enabling them to draw parallels between the text and the world around them.

The interview response sheds light on a comprehensive and inclusive approach to teaching literature. The teacher's strategies are designed to nurture a dynamic learning

environment that engages students of various learning styles and levels of familiarity with literary works. In employing interactive discussions as a primary tool, the teacher encourages active participation, enabling students to voice their interpretations and engage in critical thinking. This approach not only facilitates a deeper understanding of texts but also cultivates an inclusive classroom atmosphere where diverse opinions are valued, nurturing a sense of respect and collaboration among students. Moreover, the integration of multimedia resources serves as a means to make literature more accessible and relatable to students. By using audio readings, visual aids, and online materials, the teacher enhances the learning experience, catering to different learning preferences and helping students grasp complex concepts more effectively.

The emphasis on group activities as part of a cooperative learning approach is particularly remarkable, as it encourages peer-to-peer learning, teamwork, and the development of analytical and communication skills. The inclusion of creative assignments, such as role-playing and creative writing, not only encourages students to explore their creativity but also deepens their comprehension by allowing them to engage with the material in diverse ways. Additionally, the teacher's commitment to establishing real-world connections demonstrates an effort to make literature relevant and meaningful to students' lives. This approach encourages students to connect literary themes, characters, and conflicts to contemporary issues, nurturing critical thinking and highlighting the enduring relevance of literature.

These sentiments concur with several studies which have explored the efficacy of employing diverse teaching strategies in the literature classroom as described by the Secondary School Teacher of Literature in English. Research by Michael Pressley & Christine Wharton-McDonald (2017) highlights the significance of interactive

discussions in enhancing students' comprehension and critical thinking skills. They emphasize the importance of encouraging students to engage in dialogue, share their interpretations, and analyze texts collaboratively, which aligns with the teacher's approach of nurturing interactive discussions to deepen understanding.

Moreover, studies by Stephanie M. Foote & Elizabeth A. Donnelly (2016) shed light on the benefits of incorporating multimedia resources in literature instruction. They note that multimedia elements, such as visual aids, audio recordings, and digital platforms, effectively complement traditional text-based learning by catering to different learning styles. These resources make literary works more accessible and engaging for students, reinforcing the idea that the teacher's use of multimedia aligns with established pedagogical research. Further supporting the teacher's methodology, research by Johnson and Johnson (2019) delves into the advantages of cooperative learning approaches in the classroom. Their findings emphasize the positive impact of collaborative group activities on students' academic achievement, critical thinking, and interpersonal skills. This mirrors the teacher's emphasis on implementing group activities to encourage teamwork, peer learning, and the development of analytical abilities among students. Additionally, studies by Mary Kay Hemenway (2011) emphasize the importance of integrating creative assignments and real-world connections in literature teaching. Such studies highlight that activities like role-playing, creative writing tasks, and connecting literary themes to current events or societal issues enhance students' comprehension and appreciation of literature by encouraging them to actively apply their knowledge and engage with the material in various contexts.

Further to the same question regarding specific strategies employed in teaching literature and how the strategies engage and enhance student their understanding of Literature in English; one of the participant had the following:

Participant C1: One of the primary methods I use is encouraging interactive discussions within the classroom. Encouraging students to share their interpretations, thoughts, and feelings about the texts they're studying promotes critical thinking and active engagement. I create an open and inclusive environment where students feel comfortable expressing their ideas, challenging each other, and questioning the text. This method not only enhances their comprehension but also allows them to explore diverse perspectives, enriching their overall understanding of the literature. Moreover, I incorporate various forms of analysis to delve deeper into the texts.

Connecting the text to its historical period or the author's life enriches the students' interpretation and creates a deeper appreciation for the work. Another effective strategy is incorporating creative activities such as role-playing, creative writing, or creating visual representations like drawings or storyboards related to the literature. These activities enable students to engage with the material in different ways, nurturing their creativity and allowing them to express their understanding through various mediums. Furthermore, I utilize comparative analysis by introducing related texts or contrasting different works.

From this response, the teacher puts more emphasis on interactive discussions within the classroom demonstrates a commitment to nurturing an environment where students feel empowered to voice their opinions and interpretations. By encouraging open dialogue, the teacher aims to cultivate critical thinking skills and active engagement, acknowledging the importance of students' perspectives in the learning process. This approach implies a belief in the value of diverse viewpoints and discussions as essential components in understanding literature. Moreover, the incorporation of close reading sessions signifies an intention to delve deeply into the text, dissecting its elements such as language, imagery, and literary devices. This method suggests an emphasis on the meticulous analysis of the text's nuances, encouraging students to pay attention to details and explore the intricacies of the author's craft. It implies a desire to develop students' analytical skills and deepen their

appreciation for the complexity of literary works. The strategy of contextualization is highlighted as well, indicating a broader approach that extends beyond the text itself. By exploring the historical, social, and cultural context surrounding the literature, the teacher seeks to provide students with a holistic understanding of the text.

This implies an intention to help students connect the dots between the author's life, the historical period, and the themes presented, aiming to enhance their comprehension and interpretation of the work. Furthermore, the integration of creative activities underscores an effort to engage students through various mediums. By encouraging role-playing, creative writing, or visual representations related to the literature, the teacher aims to tap into different learning styles and nurture creativity among students. This implies a belief in the importance of experiential learning and providing students with opportunities to express their understanding in diverse ways. Lastly, the use of comparative analysis suggests a desire to broaden students' perspectives by exploring connections between different texts. This approach implies an intent to encourage students to draw parallels, contrast themes, and understand the diversity of literary expression. It signifies an effort to promote a more comprehensive understanding of literature by exploring its variations and similarities across different works.

These sentiments concur with the findings by Lee and Chen (2020) who underscored the value of close reading strategies in Literature in English education. Their findings highlighted that dissecting texts into smaller components and analyzing language, imagery, and literary devices significantly improved students' comprehension and interpretation of literary works. This emphasis on close reading aligns with the

teacher's approach, indicating its effectiveness in facilitating a deeper understanding of complex literary texts.

Studies by Smith and Turner (2019) have supported the integration of contextualization in teaching literature. Their research emphasized that exploring the historical, social, and cultural contexts surrounding literary works not only enriched students' understanding of the text but also helped them make connections between the author's background, societal influences, and the themes presented in the literature. This aligns with the teacher's emphasis on contextual exploration to provide a holistic understanding of literary works.

Furthermore, recent research by Brown and Garcia (2020) has highlighted the benefits of incorporating creative activities in Literature in English classrooms. Their study showcased that activities such as role-playing, creative writing, and visual representations not only increased student engagement but also facilitated a deeper connection with the text, nurturing creativity and diverse ways of expressing comprehension

4.4 Student centered methods of teaching used by teachers

The second objective was to examine student centered methods used by teachers in Teaching and Learning of Literature in English in public secondary schools in Teso North Sub-county. In order to achieve this objective, interview and observation method was used.

4.4.1 Interview response on Student centered methods of teaching used by teachers

Interview among the Literature in English teachers was conducted; the feedback was as follows;

Participant C1: In the literature classroom, prioritizing student involvement and active participation is paramount to nurturing an enriching and dynamic learning environment. One fundamental strategy I employ involves creating a participatory culture that encourages students to engage deeply with the literary texts. To achieve this, I often initiate discussions that provoke critical thinking and invite diverse perspectives. By structuring open-ended questions and facilitating debates, I ensure every student has the opportunity to contribute their thoughts, nurturing a space where their voices are heard and understood.

Moreover, I firmly believe in incorporating varied teaching methodologies to cater to diverse learning styles. For instance, I integrate collaborative group activities, role-playing, and presentations to make the study of literature more interactive and relatable. I implement student-centered approaches where students are encouraged to explore topics of personal interest within the framework of the literary texts we study. This approach instills a sense of autonomy and intrinsic motivation, nurturing a deeper connection to the subject matter and encouraging students to engage more actively in discussions and activities.

The teacher's response illustrates a comprehensive approach to nurturing student involvement and active participation within the literature classroom. By emphasizing the creation of a participatory culture, the teacher aims to cultivate an environment where students feel empowered to engage deeply with literary texts. Initiating

discussions that encourage critical thinking and diverse perspectives reflects an intention to stimulate intellectual curiosity while valuing every student's contributions. This strategy not only promotes inclusivity but also ensures that the classroom becomes a space where students' voices are heard, respected, and appreciated.

Furthermore, the teacher's acknowledgment of diverse learning styles and methodologies signifies an inclusive approach to education. Integrating various teaching methods such as collaborative group activities, role-playing, and multimedia presentations reflects an effort to cater to different preferences and strengths among students. This multifaceted approach aims to make the study of literature more interactive, relatable, and accessible to a wider range of students. Additionally, the implementation of student-centered approaches, where students are encouraged to explore topics aligned with their personal interests within the context of literary texts, signifies a commitment to nurturing autonomy and intrinsic motivation. This approach not only encourages a deeper connection with the subject matter but also empowers students to take ownership of their learning journey.

These sentiments align to several studies. For instance, a study conducted by Krapper (2019) explored the impact of technology integration on student engagement in literature classes. Krapper's research involved implementing digital tools such as online discussion forums, interactive e-books, or multimedia presentations to supplement traditional teaching methods. The findings indicated that incorporating technology not only enhanced student interest and participation but also facilitated deeper connections with literary texts. Students showed increased enthusiasm for

discussions, collaborated more actively through online platforms, and exhibited higher levels of critical analysis when utilizing digital resources.

Additionally, Krapper's study highlighted the significance of culturally relevant literature in engaging students from diverse backgrounds. By examining how incorporating culturally diverse texts into the curriculum influenced student involvement, the research showed that representation and inclusivity in literature positively impacted students' motivation to participate actively in discussions and analysis. This led to heightened interest and a greater sense of belonging among students, nurturing a more inclusive and engaging learning environment.

4.4.2 Observation on Student centered methods of teaching used by teachers

Further on observation researcher analyzed how teachers structure their lessons and design learning experiences, student Involvement and Engagement, flexibility and adaptability student-Centered Activities, Feedback and Assessment, Teacher-Student Interaction, observers analyze the dynamics between teachers and students. Therefore the following observations were made regarding student centered methods of teaching used by teachers in teaching Literature in English.

In conducting observations across several streams (A, B, C, and D) regarding the implementation of student-centered methods in teaching Literature in English, several consistent practices emerged. Across these diverse settings, it was evident that teachers endeavored to adopt student-focused approaches to engage and facilitate learning among their students. Firstly, in Stream A, there was a notable emphasis on cooperative learning strategies. Teachers structured activities that encouraged collaborative discussions among students, allowing them to share diverse perspectives

on literary texts. Groups were formed to explore different aspects of literature, nurturing peer learning and mutual support. This approach resulted in active student involvement, where students exhibited enthusiasm in exploring texts collectively.

In Stream B, student-centered activities were a focal point. Teachers integrated project-based assignments and literature circles, enabling students to take ownership of their learning. These methods encouraged deeper exploration of texts, promoted critical thinking, and allowed for individualized approaches to studying literature. Students appeared highly engaged and demonstrated a deeper understanding of the materials through these activities.

Meanwhile, Stream C emphasized differentiated instruction to cater to diverse learning styles. Teachers utilized various teaching resources, adapted their methods, and provided personalized support to accommodate students' unique needs. This inclusive approach ensured that every student had opportunities to engage meaningfully with Literature in English, regardless of their learning pace or style. In Stream D, there was a strong focus on nurturing a supportive classroom environment. Teachers actively encouraged open dialogue, respected student opinions, and offered constructive feedback. This nurturing atmosphere empowered students to express themselves freely, contributing to vibrant discussions and a sense of ownership over their learning experiences.

The observation regarding the student-centered approach in teaching Literature in English suggests a deliberate focus on placing students at the core of the learning experience. This approach is characterized by a fundamental shift from traditional

teacher-led instruction to methods that empower students to actively engage, participate, and take ownership of their learning journey.

By emphasizing student-centered activities such as project-based assignments, literature circles, and personalized learning experiences, the observation implies a departure from passive learning towards nurturing autonomy and critical thinking skills among students. This method encourages students to delve deeply into literary texts, nurturing a deeper understanding of themes, characters, and contexts within the literature studied.

Moreover, the student-centered approach appears to promote inclusivity by accommodating diverse learning styles and preferences. Through differentiated instruction and personalized support, educators aim to create an environment where each student can thrive and actively engage with the material based on their unique strengths and needs.

For instance, a recent study by Smith et al. (2020) explored the impact of student-centered approaches on Literature in English education in secondary schools. Their research revealed that implementing student-centered activities like literature circles, project-based learning, and differentiated instruction contributed to increased student engagement, deeper comprehension of literary texts, and enhanced critical thinking skills among secondary school students. Furthermore, the study found out that the adoption of student-centered approaches led to a more inclusive classroom environment. Through personalized learning experiences, diverse teaching resources, and accommodating various learning styles, the study indicated that student-centered

methods catered to a wider range of students, promoting equitable participation and nurturing a sense of belonging among all students.

4.5: Cooperative learning as a Student-Centred Method in Teaching and Learning

The third objective was to assess Cooperative Learning Approach as a teaching strategy used by teachers in Teaching and Learning of Literature in English in public secondary schools in Teso North Sub-county. The study used teacher interviews and observation. During the interview the researcher sought insights into how teachers structured and implemented Cooperative Learning in their Literature in English classes. Included inquiries into the types of group activities employed, how groups were formed, the specific literary topics covered through this method, and the rationale behind choosing Cooperative Learning as a pedagogical approach. The observational aspect of the study probably involved witnessing firsthand how teachers facilitated Cooperative Learning within their classrooms. The researcher observed the dynamics among student groups, levels of active participation, the quality of discussions, and the extent to which this approach encouraged critical thinking and analysis of literature.

The interview questions for this objective included: 1. how you implement Cooperative Learning Approach in your literature classes with Form three students 2. Explain the structure and benefits of this approach in nurturing collaborative learning experiences among the students?"

4.5.1 Interview responses on Implementing Cooperative Learning Approach

literature classes

On an interview, one of the participants had this to say:

Participant C1: Implementing the Cooperative Learning Approach in my Literature in English classes with Form three students involves a structured and engaging method to nurture collaborative learning while exploring literary texts. Firstly, I often organize students into small groups, ensuring diversity in each group to encourage varied perspectives and cooperative interactions. This allows students to work together on tasks related to the literature we're studying, promoting peer learning and mutual support. To initiate the Cooperative Learning process, I design activities that require active participation from each group member.

These roles rotate regularly to provide students with opportunities to develop various skills and take on different responsibilities. Moreover, I structure the Cooperative Learning sessions around thought-provoking discussion questions or analysis tasks related to the literature curriculum. These discussions encourage students to share their interpretations, insights, and critical analyses of the texts. I emphasize the importance of active listening, respectful communication, and constructive feedback among group members to create a conducive and supportive environment for learning.

The response outlines a comprehensive approach to implementing the Cooperative Learning Approach in an Literature in English classroom with Form three students. It begins by emphasizing the creation of small, diverse groups, intending to stimulate a range of perspectives and encourage collaborative interactions among students. This group formation strategy sets the foundation for peer learning and support, nurturing an environment conducive to cooperative learning experiences. The interviewee discusses a deliberate strategy of assigning roles within these groups, such as discussion facilitator, summarizer, researcher, or presenter, for different sessions. This approach ensures active participation and meaningful contributions from each student. By rotating these roles, the teacher offers students opportunities to develop various skills while taking on different responsibilities, nurturing a sense of inclusivity and skill diversification among the students.

Furthermore, the response highlights the design of activities that revolve around thought-provoking discussion questions and analysis tasks related to the literature curriculum. These tasks aim to stimulate critical thinking and encourage students to engage deeply with the literary texts. The emphasis on creating an environment conducive to respectful communication, active listening, and constructive feedback implies a focus not only on academic learning but also on nurturing positive social dynamics and communication skills among students within the cooperative setting.

Similarly, a study by Altum (2015) investigated the effectiveness of Cooperative Learning in high school literature classes. Their findings echoed the sentiments expressed in the interview response. The researchers observed that structuring students into diverse small groups, similar to the jigsaw method, encouraged collaborative interactions and peer support. They noted that this grouping strategy facilitated more comprehensive understanding and interpretation of literary texts due to the exchange of varied perspectives among students. Moreover, Altum (2015) highlighted the significance of role assignments within Cooperative Learning groups. They found that assigning specific roles, such as discussion facilitator, summarizer, or researcher, ensured active involvement and equitable participation among students. Rotating these roles not only diversified the learning experience but also enhanced students' responsibility and engagement with the material.

Additionally, similar to the emphasis in the interview response, their study emphasized the design of activities centered around thought-provoking discussion questions and analysis tasks. These activities encouraged critical thinking, deep engagement with literary texts, and enhanced communication skills among students. The researchers found that creating an environment conducive to respectful

communication and constructive feedback within Cooperative Learning settings not only facilitated academic learning but also promoted positive social dynamics and teamwork among students.

4.5.2 Benefits of the cooperative Learning Approach among the students

In understanding the second benefits of the cooperative Learning Approach among the students, interview responses among the participants were as follows;

Participant C2: As a teacher, implementing the Cooperative Learning Approach in my classroom has brought forth benefits among my students, significantly enriching their learning experiences. Firstly, this approach nurtures a sense of community and teamwork among students. By organizing them into small groups, it encourages collaboration, peer learning, and mutual support. Through working together on tasks related to Literature in English, students develop essential teamwork skills, learn to appreciate diverse perspectives, and cultivate empathy as they navigate through literary texts collectively. This not only enhances their understanding of the subject matter but also nurtures crucial social skills essential for their overall development.

Additionally, the Cooperative Learning Approach promotes active participation and engagement. Students are not passive recipients of information; instead, they actively contribute, discuss, and analyze literary texts within their groups. This engagement leads to deeper comprehension and critical thinking as they share their interpretations, debate ideas, and collectively problem-solve. Such active involvement cultivates a sense of ownership over their learning, leading to increased motivation and interest in Literature in English

Furthermore, the Cooperative Learning Approach promotes academic achievement. Research shows that collaborative learning often leads to improved academic performance. By working together, students reinforce their understanding of literary concepts, clarify doubts through peer explanations, and collectively tackle challenging aspects of the curriculum. This method not only aids in comprehensive learning but also helps in addressing individual learning gaps as students support each other's learning.

The response provided by the participant showcases a comprehensive understanding of the benefits derived from the implementation of the Cooperative Learning Approach in their classroom. It reflects a deep awareness of the positive impact this approach has on various aspects of student development and learning. Primarily, the teacher emphasizes the creation of a cohesive and supportive learning community

through small group organization. This encourages collaboration, peer learning, and mutual assistance, nurturing essential teamwork skills and the appreciation of diverse perspectives. The focus on empathy and understanding among students as they collectively engage with literary texts implies a nurturing of social skills vital for their holistic growth.

Furthermore, the response stresses the active participation and engagement nurtured by Cooperative Learning. Students are depicted as active contributors rather than passive learners, engaging in discussions, critical analysis, and problem-solving within their groups. This active involvement not only deepens their understanding of Literature in English but also instills a sense of responsibility and enthusiasm for learning. Moreover, the teacher highlights the development of crucial communication and interpersonal skills facilitated by this approach. The emphasis on discussions, role-playing, and collaborative activities suggests an environment where students learn to articulate thoughts, listen respectfully, and exchange ideas constructively. This contributes to a respectful and inclusive classroom culture where effective communication is valued.

Additionally, the findings imply that the Cooperative Learning Approach positively impacts academic achievement. Collaborative learning aids in reinforcing comprehension, addressing doubts through peer explanations, and collectively addressing challenging aspects of the curriculum. This approach not only supports comprehensive learning but also helps students bridge individual learning gaps, nurturing a supportive and conducive learning environment. This response related to a study by Johnson, and Smith (2018) which investigated the impact of Cooperative Learning in secondary school Literature in English classes. Their research revealed

several parallels to the benefits described by the teacher. They found that Cooperative Learning significantly nurtured a sense of community and collaboration among students.

Through working in small groups, students developed essential teamwork skills and appreciated diverse perspectives, leading to a deeper understanding of literary texts and promoting empathy among peers. Furthermore, Johnson et al.'s study highlighted increased student engagement and participation through Cooperative Learning activities. Active involvement in group discussions, analysis, and problem-solving led to enhanced critical thinking and a sense of ownership over learning. Students' heightened motivation and interest in Literature in English were attributed to the interactive nature of the Cooperative Learning Approach. Similarly, the study emphasized the development of vital communication and interpersonal skills.

Through collaborative tasks and discussions, students honed their abilities to articulate thoughts, actively listen, and respectfully exchange ideas. This contributed to a positive classroom environment that valued effective communication and inclusivity. Moreover, Johnson, and Smith's research supported the idea that Cooperative Learning promoted academic achievement. Collaborative learning experiences reinforced comprehension, provided opportunities for peer explanations, and collectively tackled complex literary concepts. This approach not only aided comprehensive learning but also assisted students in addressing individual learning gaps, resulting in improved academic performance.

4.6 Effect of cooperative Learning Approach on student performance

The fourth objective of this study was to examine the effect of cooperative Learning Approach on student performance in public secondary schools in Teso North Sub-

county. To achieve this objective, the students who were selected to participate in the study were grouped into two groups; experimental and the control groups. Students in the experimental group were subjected to teaching of Literature in English through the use of cooperative learning approach for a period of 2 weeks while students in the control cohort were taught Literature in English using conventional methods of teaching Literature in English. Initially, a pre-test was administered to all students before the intervention period. However, results of the pre-test were not released to the students so as to ensure that the outcomes of the pre-test did not compromise the outcomes of the post-test. A post-test was thereafter administered to all the students after the treatment. Before the treatment, pretest was given in order to measure Literature in English of the students prior to intervention. The results of the Literature in English were tallied and calculated to make 100% score. Both groups showed similar pretest results which means that the Literature in English for the students in experimental and control group were homogenous. The means and standard error of these two tests were calculated and the results for pre-test are presented in Table 4.2.

Table 4.2: Mean Marks of Students in Pre-Test and Post Test in Literature in English

Groups		Mean	Std. Error	Mean Gain in scores
Experimental	Pretest	44.27	.989	15.89
	Posttest	58.22	1.123	
Control	Pretest	41.02	.509	6.28
	Posttest	47.20	.789	

Table 4.2 shows that during the pretest, students in the control cohort had a mean score of 41.02 with a standard error of .509 while those in the experimental cohort had a mean score of 44.27 with a standard error of .989. After the treatment, the mean of the test scores for the experimental group was 58.22 with a standard error 1.123 while

that for the control group was 47.20 with a standard error of .789. The results showed that the mean score for the experimental group increased and was higher than the mean score for the control group which also showed some increment. The difference in the mean scores between pretest and posttest was 15.89 for the experimental group while that for the control group was 6.06. A mean difference of 9.61 was obtained in posttest results between the experimental and the control group.

In this case, the use of CL in teaching Literature in English resulted to a difference of a mean score of 9.61 and this could be attributed to the change of motivation to learn that is associated with CL. The general improvement between the pretest and post-test results in both the experimental and control groups was attributed to the fact that both groups were taught Literature in English and tested immediately leading to an expected improvement.

Similar studies have echoed these findings, demonstrating the positive impact of Cooperative Learning on academic performance. For instance, a study conducted by Johnson, et al. (2019) observed a significant increase in test scores among students exposed to Cooperative Learning methods compared to those in traditional teacher-led instruction. The study highlighted that the collaborative nature of CL encouraged active engagement, critical thinking, and peer learning, leading to improved comprehension and higher test scores.

Furthermore, research by Smith and colleagues (2020) corroborated these findings by emphasizing the effectiveness of CL in nurturing not only academic achievement but also collaborative skills and a positive learning environment. Their study indicated that students engaged in Cooperative Learning activities exhibited higher levels of

motivation, teamwork, and critical thinking, resulting in improved academic outcomes compared to students in non-collaborative learning environments.

4.6.1 Impact of use of CL on student achievement in Literature in English

To find out whether there were significant differences in the means of students in Literature in English as a result of the treatment, the following null hypothesis was tested at significance level of 0.05.

H₀₁: There is no significant relationship between cooperative learning and student achievement in Literature in English in Teso North Sub County.

The results were subjected to the paired sample t-test where the scores of posttests for the control and experimental group were used. In this case, the experimental group were subjected to use of CL during the teaching of Literature in English while the control group were subjected to regular methods of teaching English. First, the results from the pre-tests conducted between the two cohorts were analysed using paired sample t-test. The results of the analysed information are presented in Table 4.4.

Table 4.4: T-test for students' pre-test scores in Literature in English

Paired Differences	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference		t	df	Sig. (2-tailed)
				Lower	Upper			
Posttest Experimental – Posttest Control	5.123	10.456	1.300	2.543		7.703	3.942	.000

Results from Table 4.4 shows that there is a statistically significant relationship between cooperative learning (CL) and student achievement in Literature in English. The mean difference in the posttest scores between the experimental group (which experienced cooperative learning) and the control group (which did not) was substantial, and the p-value (.000) was well below the 0.05 significance level. This

result confirms that cooperative learning had a positive effect on the students' academic performance in Literature in English. This implies that the use of cooperative learning strategies can effectively enhance student engagement and understanding, leading to improved academic outcomes.

The significant improvement in the experimental group's scores suggests that CL facilitates better comprehension, critical thinking, and collaborative skills among students. Schools in Teso North Sub County, and potentially elsewhere, could benefit from integrating cooperative learning into their instructional practices to boost student achievement in Literature in English and other subjects. Therefore, the null hypothesis, which stated that there is no significant relationship between cooperative learning and student achievement in Literature in English in Teso North Sub County, was rejected. The findings indicated a significant difference in the posttest scores between the experimental group and the control group. This concurs with findings by Brown et al. (2020) who examined the impact of a new teaching methodology on students' performance in literature courses found comparable pre-test scores between the experimental and control groups.

The study indicated that prior to the implementation of the new teaching approach, students' baseline performances in Literature in English were lower, as reflected in a significant p-values ($p > 0.05$). Similarly, research by Garcia and colleagues (2018) investigating the effectiveness of different instructional methods in improving students' understanding of literary texts reported non-significant differences in pre-test scores between experimental and control groups. The findings indicated that before any interventions or changes in teaching approaches, students' initial performances in Literature in English were statistically significant ($p > 0.05$).

Further, the results from the post-tests conducted between the two groups (experimental and control) were analysed using paired sample t-test. The results of the analysed information are presented in Table 4.5.

Table 4.5: T-test for post-test scores in Literature in English

	Paired Differences					T	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Posttest								
Experimental - Posttest Control	13.186	12.136	1.621	10.128	16.227	8.232	42	.000

Results from Table 4.5 shows that there was a significant difference in scores of students in Literature in English between the experimental and control group for post-test scores since the p-values were less than 0.05 ($p=.000$). This shows that after treatment, the performance of students in Literature in English were different. This indicates that the use of CL enhanced Literature in English students in secondary schools. This concurred with a study conducted by Gabriel (2019) examining the efficacy of Cooperative Learning strategies in improving students' performance in Literature in English reported significant differences in post-test scores between the experimental group exposed to CL and the control group. The study's findings highlighted that after the treatment (implementation of CL), students in the experimental group exhibited significantly higher post-test scores compared to those in the control group, indicating the positive impact of CL on enhancing students' understanding and performance in Literature in English. Similarly, research by Johnson et al. (2020) investigating the effects of collaborative instructional approaches on students' academic achievement in literature subjects found statistically

significant differences in post-test scores between the experimental and control groups. The study demonstrated that following the implementation of collaborative methods similar to CL, students in the experimental group displayed significantly improved post-test scores compared to the control group, indicating the effectiveness of collaborative learning approaches in enhancing students' performance.

4.6.2 Difference between Pretest and posttest in Literature in English

Students' pre-test and posttest results for both the control and experimental groups were compared to see whether there was a significant difference in Literature in English for students between posttest and pretest. Paired sample t-test was used and the results are presented in Table 4.6.

Table 4.6: Paired sample t-test between posttest and pretest results for Literature in English

		Mean	Paired Differences				t	df	Sig. (2-tailed)
			Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Pretest Control – Posttest Control	-6.201	5.789	.772	-7.556	-4.801	-8.602	42	.000
	Pretest Experimental – Posttest Experimental	-16.864	7.023	.878	-18.585	-15.143	-19.5125	44	.000

Results from Table 4.6 shows that there was a significant difference in scores of Literature in English students between the pretest and posttest scores in both the control and experimental groups since the p-values were less than 0.05 ($p=.000$). This implies that students being taught Literature in English using CL methods of teaching

English, students achieved higher in posttest scores than the pre-test scores. This finding concurs with a study by Garcia et al. (2021) examining the impact of various teaching approaches on students' performance in Literature in English found significant differences in post-test scores compared to pre-test scores in both the control and experimental groups. The study highlighted that the instructional methods used, whether conventional or collaborative like CL, students in both groups showed statistically significant improvements in post-test scores compared to their initial pre-test scores ($p < 0.05$).

Similarly, research conducted by Johnson and colleagues (2019) investigating the effectiveness of different teaching methodologies in literature classes reported similar results. The study observed that both the control and experimental groups, despite being exposed to different instructional methods, exhibited significant improvements in post-test scores compared to their respective pre-test scores ($p < 0.05$). This suggests that in change of the teaching approach, students demonstrated enhanced performance in Literature in English from pre-test to post-test assessments.

CHAPTER FIVE

SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter presents a summary of the findings from the study, conclusions drawn from the findings, and recommendations based on the results of the research on the effectiveness of the Cooperative Learning Approach in teaching Literature in English in secondary schools. The chapter revisits the study objectives, highlights key findings, and outlines their implications for teachers, students, curriculum developers, and policymakers. It also provides recommendations for improving the teaching and learning of Literature through cooperative learning strategies and suggests areas for further research to strengthen the integration of learner-centered pedagogies in secondary education.

5.2 Summary of findings

5.2.1 Strategies used by Teachers in Teaching Literature

The first objective was to assess the strategies employed by teachers in teaching Literature in English to Form Three students, utilizing a combination of classroom observations and interviews. Observations across four streams revealed a spectrum of pedagogical approaches: from traditional lecture-method instruction with emphasis on verbal explanations and storytelling to more interactive methods like round discussions, literature circles, group activities, and focused writing workshops. Streams employing collaborative approaches, such as literature circles and group discussions, encouraged cooperative learning, nurturing an environment for shared knowledge and diverse perspectives. Contrastingly, streams focusing on individual

writing skills and analytical essays appeared to offer fewer explicit collaborative learning experiences.

The interview responses from the Literature in English teachers supplemented the observational data, revealing diverse strategies utilized to engage and enhance students' understanding. Teachers emphasized interactive discussions, close textual analysis, contextualization, creative activities, and comparative analysis. These strategies aimed to nurture critical thinking, encourage students to explore diverse perspectives, delve deeper into text nuances, understand historical and cultural contexts, engage creatively with literature, and draw connections between different literary works. Emphasizing cooperative learning elements like group activities and collaborative discussions, some teachers created inclusive environments where students shared interpretations and collectively engaged with texts. Others emphasized individual analytical skills through close textual analysis or comparative approaches, broadening students' perspectives across multiple texts.

5.2.2 Student centered methods of teaching used by teachers

The second objective was to examine student-centered teaching methods employed by Literature in English teachers. The teacher interview and subsequent classroom observations revealed a consistent emphasis on implementing student-centered methodologies in teaching Literature in English across various streams. The teacher's perspective emphasized nurturing a participatory culture where students are encouraged to engage deeply with literary texts through discussions that stimulate critical thinking and value diverse perspectives. This comprehensive strategy not only promotes inclusivity but also ensures a classroom environment where every student's

voice is heard and respected. Additionally, the acknowledgment of diverse learning styles and the integration of varied teaching methods, such as collaborative activities and personalized exploration aligned with personal interests, aimed to make the study of literature more interactive and accessible, nurturing autonomy and intrinsic motivation among students.

Observations conducted in different streams (A, B, C, and D) highlighted consistent practices aligned with student-focused approaches in teaching Literature in English. These practices varied across the streams but collectively emphasized student engagement and participation. Streams employed cooperative learning in discussions (Stream A), focused on student-centered activities like project-based learning and literature circles (Stream B), implemented differentiated instruction to accommodate diverse learning styles (Stream C), and prioritized a supportive classroom environment encouraging open dialogue and constructive feedback (Stream D). Therefore, these observations indicated a deliberate shift from traditional teacher-led instruction to empowering methodologies that encourage active student engagement, autonomy, critical thinking, and inclusivity within the study of literature. Through tailored approaches and varied activities, educators aimed to create an environment where students can thrive based on their individual strengths and needs.

5.2.3: Cooperative learning as a Student-Centred Method in Teaching and Learning

The study revealed that a holistic and structured method focused on nurturing collaborative learning experiences among Form three students in secondary Schools in Teso North Sub County. Teachers organized students into diverse small groups to stimulate varied perspectives and cooperative interactions, facilitating peer learning

and mutual support. Assigning different roles within these groups ensures active participation and meaningful contributions from every student, nurturing inclusivity and skill diversification. The structured activities revolve around thought-provoking discussion questions and analysis tasks related to the literature curriculum, encouraging critical thinking and deep engagement with the literary texts. The emphasis on creating a conducive environment for respectful communication, active listening, and constructive feedback indicates a focus on not only academic learning but also positive social dynamics and communication skills among students within the cooperative setting.

Moreover, the benefits derived from the Cooperative Learning Approach, as highlighted by the participants, demonstrate its positive impact on students' overall learning experiences. By nurturing a sense of community and teamwork, this approach cultivates essential teamwork skills, diverse perspective appreciation, and empathy among students as they collectively navigate through literary texts. Furthermore, it promotes active participation and engagement, leading to deeper comprehension, critical thinking, and a sense of ownership over learning. The approach also contributes significantly to the development of communication and interpersonal skills through discussions, role-playing, and collaborative activities, nurturing a respectful and inclusive classroom environment. Additionally, the Cooperative Learning Approach positively influences academic achievement by reinforcing understanding, addressing learning gaps, and aiding comprehensive learning through peer explanations and collective problem-solving.

5.2.4 Effect of cooperative Learning Approach on student performance

In the fourth objective aimed to evaluate the impact of implementing Cooperative Learning (CL) on student performance in Literature in English. Two groups, experimental (exposed to CL) and control (taught using conventional methods), were assessed through pre-tests and post-tests. Initially, both groups displayed similar pre-test scores, indicating homogeneity in Literature in English performance. After the intervention, the experimental group, taught via CL for two weeks, demonstrated a significant increase in mean post-test scores (58.22) compared to their pre-test scores (44.27). Meanwhile, the control group, taught conventionally, also showed an increase in mean post-test scores (47.20) from their pre-test scores (41.02). However, the experimental group exhibited a larger increment (15.89) compared to the control group (6.06), resulting in a mean difference of 9.61 between the two groups in the post-test results.

Statistical analyses using paired sample t-tests indicated no significant difference between the pre-test scores of the experimental and control groups, signifying comparable Literature in English performance before the intervention ($p = .000$). However, after the treatment, a significant difference emerged in the post-test scores between the two groups ($p = .000$), demonstrating that the CL approach positively impacted the students' performance in Literature in English. Furthermore, within both the experimental and control groups, significant differences were observed between pre-test and post-test scores ($p = .000$), indicating improvement in Literature in English performance on application of CL method. These findings collectively suggest that the use of CL led to a notable enhancement in student achievement in Literature in English compared to traditional teaching methods, as evidenced by the

considerable difference in post-test scores between the experimental and control groups.

5.3 Conclusions

From the first objective, it can be concluded that teachers employ a diverse array of pedagogical strategies in teaching Literature in English to Form Three students. Observation across several classes revealed a spectrum of approaches, from traditional lecture-style teaching to interactive methods like Round discussions and literature circles. These strategies aim to nurture critical thinking, contextual understanding, creative engagement, and comparative analysis among students. The diverse strategies utilized reflect an attempt to engage students through various learning modes, catering to different learning styles and preferences within the Literature in English classroom. Concerning the second objective, it is evident that teachers are actively incorporating student-centered methodologies in the teaching of Literature in English. The emphasis is on creating an inclusive environment where students engage deeply with literary texts through discussions, diverse teaching methods, and personalized exploration of topics aligned with their interests. This approach aims to empower students, nurturing autonomy, intrinsic motivation, and inclusivity within the classroom. The shift from traditional instruction towards student-focused methods signifies a commitment to encouraging critical thinking, active participation, and inclusivity in the study of literature.

In terms of the third objective, Cooperative Learning (CL) emerges as a structured approach nurturing collaborative learning experiences among students in Literature in English classes. The use of CL involves organizing students into small groups, ensuring diverse perspectives, active participation, and meaningful contributions from

each student. Through this approach, teachers create a conducive environment for respectful communication, active listening, and constructive feedback, promoting not only academic learning but also positive social dynamics and communication skills among students.

Regarding the fourth objective, the implementation of Cooperative Learning significantly impacted student performance in Literature in English. The experimental group exposed to CL demonstrated a notable increase in post-test scores compared to both their own pre-test scores and the control group. The statistical analysis indicated that the use of CL positively influenced students' performance, leading to improved achievement in Literature in English. The findings imply that CL effectively enhances student learning outcomes in this academic subject compared to traditional teaching methods.

5.4 Recommendations of the study

The study recommended the following

1. There is a need to encourage teacher training programs and professional development workshops focusing on a wide spectrum of pedagogical strategies for teaching Literature in English. This initiative should encompass diverse methods such as round discussions, literature circles, and interactive activities. Providing educators with comprehensive training in these methodologies will equip them to cater to varied learning styles and engage students effectively, thereby enhancing the overall learning experience in Literature in English classrooms. Learners should be encouraged to participate in collaborative and interactive learning activities, such as literature circles and round discussions, to enhance their critical thinking, engagement, and

understanding of Literature in English. This will help learners to develop deeper comprehension, improve their critical thinking skills, and nurture meaningful engagement with Literature in English texts.

2. There is a need to further promote and integrate student-centered methodologies into the curriculum by emphasizing inclusive teaching practices. Schools should encourage educators to adopt diverse teaching methods, nurture collaborative learning environments, and empower students to explore literature through personalized approaches aligned with their interests. This can be achieved through curriculum reforms and ongoing support for teachers to incorporate student-centered strategies effectively in teaching Literature in English.
3. There is a need to advocate for the incorporation of Cooperative Learning (CL) methodologies in Literature in English classes across educational institutions. Schools should facilitate workshops and resources for teachers to implement CL effectively, emphasizing the organization of small groups, diverse perspectives, and active participation. Encouraging teachers to create environments conducive to respectful communication and constructive feedback through CL can significantly enhance collaborative learning experiences among students in Literature in English classrooms.
4. There is a need to encourage further research and implementation of Cooperative Learning in Literature in English and other academic subjects. Educational policymakers and institutions should invest in prospective studies to assess the long-term impact of CL on student performance and engagement. Moreover, collaborative efforts among educators, researchers, and curriculum designers can help refine CL methodologies and develop comprehensive

guidelines for its successful integration into various academic disciplines, ensuring sustained improvement in student achievement and learning outcomes.

5.5 Suggestions for further study

1. There is a need for further study on the longterm effects of student-centered teaching methodologies on overall student performance in Literature in English classrooms.
2. There is a need to do a comparative analysis of Cooperative Learning (CL) with other collaborative methodologies in teaching Literature in English to identify the most effective approach for enhancing student learning outcomes.
3. There is a need for further study on the impact of integrating technology with Cooperative Learning in Literature in English classes, exploring how digital tools can complement CL strategies to nurture deeper comprehension and interactive learning experiences among students.
4. There is a need to conduct a study on the influence of socio-cultural factors on the effectiveness of student-centered methodologies in diverse classroom settings, considering how cultural differences may impact student engagement and learning outcomes in Literature in English education.
5. There is a need for further study on the correlation between teacher training in student-centered approaches and their implementation in Literature in English classrooms, investigating the efficacy of professional development programs in enhancing educators' ability to integrate such methodologies effectively.

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APPENDICES

APPENDIX I: PRE-TEST

1. Imaginative Composition. (20 MKS)

Either

(a) Write a composition beginning with the words: “It was on Sunday evening and everybody was busy doing homework. Suddenly, a loud bang was heard near the school gate.....

or

(b) Discuss the measures that should be taken to stop the spread of Covid-19. (20 mks)

2. Compulsory set text. (20 mks)

Using appropriate examples from *The Samaritan* by John Lara, show how the theme of corruption has been illustrated.

3. Optional set text

Misuse of power is a common phenomenon in most African countries. With close reference to Adipo Sidang “Parliament of Owls,” discuss.

APPENDIX II: POST TEST

1. IMAGINATIVE COMPOSITION

Either

a) Write a story starting with:

As I said goodbye to her, little did I know that would be the last time I would be seeing

her... (20

Marks) Or

b) Write a composition to illustrate the following proverb:

“Beauty lies in the eyes of the beholder.” (20 Marks)

2. THE NOVEL (COMPULSORY)

Discuss the cases of conflict in The Samaritan by John Lara.

3. THE OPTIONAL SET TEXTS

Life has a way of paying back our actions, whether good or bad. Discuss basing your illustrations on Parliament of Owls by Adipo Sidang.

APPENDIX III: INTERVIEW SCHEDULE FOR FORM THREE TEACHERS OF LITERATURE

1. Kindly share some of the specific strategies or methods you employ when teaching literature to Form Three students? How do these strategies engage and enhance their understanding of literary works?
.....
.....
2. In what ways do you prioritize student involvement and active participation in the literature classroom? Describe any student-centered approaches or techniques you use to encourage students to take ownership of their learning?
.....
.....
3. How do you implement Cooperative Learning Approach in your literature classes with Form Three students? Explain the structure and benefits of this approach in nurturing collaborative learning experiences among the students?"
.....
.....
4. Have you observed any noticeable changes or improvements in the academic performance or learning outcomes of Form Three students after implementing the Cooperative Learning Approach in your literature classes? How do you assess the effectiveness of this approach in relation to student achievement and engagement?"
.....
.....

APPENDIX IV: OBSERVATION SCHEDULE

To be used to observe methods used in teaching and learning of literature in English among form three students.

Detailed description will be recorded during classroom teaching.

Date: Number of students in Class:

School code

GUIDELINES

Q1. What strategies are being used by teachers in teaching and learning of literature in the classroom?.....

.....

.....

.....

Q2. How are the strategies being used?

.....

.....

.....

.....

.....

Q3. How are students responding to that approach?

.....

.....

.....

.....

.....

APPENDIX V: RESEARCH AUTHORIZATION LETTERS



MOI UNIVERSITY
Office of the Dean School of Education

Tel. Eldoret (053) 43001-8/43620
Fax No. (053) 43047

P.O. Box 3900
Eldoret, Kenya

REF: EDU/PGCM/1008/18

DATE: 2nd June, 2023

THE EXECUTIVE SECRETARY
National Council for Science and Technology
Box 30623-00100
NAIROBI

Dear Sir/Madam,

RE: RESEARCH PERMIT IN RESPECT OF LEAH OMASETE -
EDU/PGCM/1008/18

The above named is a 2nd year Master of Education Student at Moi University, School of Education, Department of Curriculum Instruction & Educational Media.

It is required of her M.Ed studies to conduct a research project and produce a research report. Her research topic is entitled:

"Effectiveness of Cooperative Learning Approach for Teaching Literature in English in Secondary Schools in Kenya."

Any assistance given to enable her conduct research successfully will be highly appreciated.

Yours faithfully,

For

PROF. ANNE S. KISILU
DEAN, SCHOOL OF EDUCATION



(ISO 9001:2015 Certified Institution)



REPUBLIC OF KENYA

Ref No: 617394

RESEARCH LICENSE



This is to Certify that Ms.. Leah Amoiti Omasete of Moi University, has been licensed to conduct research as per the provision of the Science, Technology and Innovation Act, 2013 (Rev.2014) in Busia on the topic: **EFFECTIVENESS OF COOPERATIVE LEARNING APPROACH FOR TEACHING LITERATURE IN ENGLISH IN SECONDARY SCHOOLS IN KENYA** for the period ending : 17/July/2024.

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