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COLLEGE OF EDUCATION AND BEHAVIORAL SCIENCE

DEPARTMENT OF TEACHER EDUCATION AND CURRICULUM STUDIES



THE PRACTICE OF COOPERATIVE LEARNING IN SECONDARY SCHOOLS OF MANCHO  
WOREDA, JIMMA, ETHIOPIA

BY

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## DECLARATION

### STATEMENT OF DECLARATION


I, Ali Mohammad, have carried out independently a research work on-The Practices of cooperative learning in secondary school of-Mancho Woreda, Jimma, Ethiopia. In Partial Fulfillments of the Requirement of the M.A Program in Curriculum and instruction. This study is my original work and that has not been presented for any degree or diploma program in this or any other university/institutions, and that all source of materials used for the thesis have been accordingly acknowledged.

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Contents	page
ACKNOWLEDGEMENT.....	iv
Abstract.....	v
CHAPTER ONE.....	1
1. INTRODUCTION.....	1
1.2. Statement of the Problem.....	3
1.3. Research questions .....	5
1.4. Objectives of the Study.....	6
1.4.1. General objective .....	6
1.4.2. <i>Specific objective</i> .....	6
1.5. Significance of the Study .....	6
1.6. Scope of the Study .....	7
1.7. Limitation of the Study .....	7
1.8. Definition of terms .....	7
1.9. Organization of the Study .....	8
CHAPTER TWO.....	9
2. REVIEW OF RELATED LITERATURE.....	9
2.1. Introduction.....	9
2.2. Concept and Definition of Cooperative Learning.....	9
2.3. Theoretical and Empirical Supports of Cooperative learning.....	10
2.3.1. Social Constructivists Theory.....	10
2.3.2. Motivational Theory.....	10
2.4. Types of cooperative learning.....	11
2.5. Basic elements of cooperative learning lessons .....	13
2.5.1. Positive Interdependence .....	13
2.5.2. Face-to-Face Promotive Interaction .....	13
2.5.3. <i>Individual Accountability/Personal Responsibility</i> .....	14
2.5.4. Interpersonal and social skills .....	15
2.5.5. Group Processing.....	16
2.6. Benefits of Cooperative Learning .....	16
2.6.1. Academic Benefit .....	17
2.6.2. Enhance Creativity .....	17

2.6.3. Psychological Benefits .....	17
2.6.4. Social Benefit .....	17
2.6.5. Benefits for Teachers.....	18
2.7. Role of Teachers in Cooperative Learning .....	18
2. 8. Teachers' Use of Cooperative Learning Strategies.....	18
2.9. Class Activities in Cooperative Learning .....	19
2.9.1. Jigsaw .....	19
2.9.2. Think pair-share.....	19
2.9.3. Numbered Heads Together (Kagan).....	20
2.9.4. Team Pair Solo (Kagan) .....	20
CHAPTER THREE.....	21
REASURCH METHODOLOGY.....	21
3.1. Description of Study Area .....	21
3. 2. Research Methods .....	21
3.2.1. Sources of Data.....	22
3.2.2 Target Population, Sample and Sampling Techniques .....	22
3.2.3 Target population.....	22
3.2.4 Sample Size .....	22
3.2.5 Sampling Techniques. ....	22
3.3. Instruments and Procedures of Data Collection.....	22
3.3.1 Instruments .....	22
3.3.2. Questionnaire.....	23
3. 3.3. Classroom Observation .....	23
3.3.4 Interview .....	23
3.3.5 Procedures of Data Collection.....	23
3.4 Validity and Reliability of the Instruments.....	24
3.5 Method of Data Analysis .....	24
3.6 Ethical Consideration.....	24
CHAPTER FOUR.....	26
4. PRESENTATION, ANALYSIS AND INTERPRETATION OF THE DATA.....	26
4.1 Background of Respondents .....	26
4.1.2 Background of student Respondents.....	26
4.2. Presentation of Data .....	31

4.3 The Advantages of Cooperative Learning .....	31
4.6. Teachers practice of Cooperative Learning .....	36
CHAPTER FIVE.....	40
SUMMARY, AND RECOMMENDATION.....	40
5.1 Summary .....	40
5.3.Conclusions .....	42
5.4.Recommendation.....	43
REFERENCES.....	45
Appendix “A”.....	48
<b>Appendix “B”</b> .....	<b>53</b>

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## **Abstract**

*The main purpose of this study was to assess the cooperative learning practice in secondary school of ManchoWoreda, Jimma, Ethiopia. To achieve this purposes a descriptive survey research method was employed. By using purposive sampling and simple random sampling a total of 322 respondents were selected. The data were collected from different primary and secondary sources of data by using questionnaire, interview, observation and document analysis. Quantitative data were analyzed using percentages, mean and mean average. In addition to this, qualitative data was analyzed by narration and description in the way it supplement the quantitative analysis. The finding of the study revealed that cooperative learning is important to improve the academic achievement and social skills of students. However, cooperative learning practices is not effective in the study area. Lack of awareness, lack of clear guidelines, lack of motivation, Poor coordination of group member, and Shortage of time, insufficient support and follow-up from instructors are some of the major problems hindering the practices of cooperative learning. Based on the findings, it was recommended that secondary school should have to provide continuous and relevant trainings for both teachers and students. It was also forwarded that the techniques used in the approach should be diversified rather than using only group discussion and group assignment in and out-sides of the classroom. It was also suggested that the secondary school should have to prepare detail and clear guidelines used for effective implementation of cooperative learning. It was also recommended that secondary school leaders should have to provide proper follow-up and support to effectively practice cooperative learning.*

**Keywords:** Cooperative Learning, Practices, Cooperative.



# CHAPTER ONE

## 1. INTRODUCTION

This chapter deals with background of the study, statement of the problem, basic research questions, objectives (general and specific), significance of the study, scope, limitation, and organization of the study as well as definition of key terms were presented.

### 1.1 BACKGROUND OF STUDY

Cooperative learning refers to students working in teams on an assignment or project under conditions in which certain criteria are satisfied, including that the team members be held individually accountable for the complete content of the assignment or project (Felder & Brent, 2007). According to Felder and Brent, (2007), cooperative learning is a structured group-based teaching- learning approach that needs to be considering different conditions /pre-requisites/ to apply. It is described as an essential teaching learning approach that increase students learning satisfaction by creating suitable learning environment that promote students learning through group-work. It helps to create students with high self- esteem, high self- confidence, and high problem-solving ability, critical thinking, and analytical skills.

Similarly, Simsk, (2013); also described cooperative group learning as the most essential method of teaching which raise academic achievement of students. According to Simsk, (2013), cooperative learning is used to increase academic achievement, and it enhances the learner's interest to be active during the lesson to acquire basic points of the lesson. Cooperative group learning is a teaching-learning methodology where students with different backgrounds (academic, ethnic or racial, linguistic, religious etc.) are grouped and work together and gain both academic and social benefits (Tsai, 1998; Wei, 1997; Yu, 1995).

Cooperative learning is one of the important strategies used to maximize students' learning through working together in small group. Cooperative learning promotes a situation in which students work together in small groups to maximize the learning of all members, sharing their resources, providing mutual support, and celebrating their joint success (David, 2007). Similarly, (Johnson, 2009) explained that extraordinary achievement comes from a cooperative group, not from the individualistic or competitive efforts of an isolated individual. In addition to this ( Cheong , 2010 ) explain that group-based learning creates an environment in which students can practice, gain, and improve soft skills such as leadership, communication, social and conflict resolution skills.

In this connection, (Johnson, 2007) stated that cooperative learning promotes a situation in which students work together in small groups to maximize the learning of all members, sharing their resources, providing mutual support, and celebrating their joint success. Therefore, the new education policy calls for active learning method as the basis of the teaching and learning process. And also, cooperative learning method which is more learner-oriented system that gives learners to become more active in the learning process (Bihanu, 2013). Cooperative learning is a successful teaching technique in which small groups, each with students of various levels of ability, use a multiple of learning activities to improve their understanding of a subject. Each member of a team is answerable not only for knowledge that is taught but also for helping other team members to learn, thus developing an environment of success.

In short, there is overwhelming evidence that cooperative learning as a pedagogical practice has had a profound effect on student learning and socialization (Slavin, 2014). Recently, cooperative learning seems to become one of the major active learning strategies that attract attention of many countries. From the different definitions and explanations by different authors elsewhere in the world, cooperative learning can be conceptualized as an essential component that can accelerate problem solving capacity of students.

Generally, the concept of cooperative learning can be stated as a pedagogical approach where students with mixed ability (high, medium, and low achieving students) are organized in to small teams consisting of two- to- several members who are responsible for their individual and groups learning and hold a lion share of responsibility for success or failure of the group. It is a teaching learning process where students to help to each other to learn /acquire knowledge/ when they are working together but not to do everything always together. It is an instructional environment where there is a structured task, group goal and group reward system (Slavin, 1995).

However, simply placing students in groups and creating group-based assessment tasks will not necessarily result in students developing and practicing these skills. Instead, specific approaches should be needed to follow to ensure students develop these skills. Even though the science of pedagogy promotes cooperative learning as one of the good strategies that maximize students' advancement in academic, social and personal development by working together, its practical implementation is accompanied with several challenges. For instant, the finding of the study of (Gutama, 2014) revealed that the school situations and classroom sitting arrangements, number of learners' per-classrooms, lack of specialized trained pedagogical center coordinators, low facilities in

schools, low instructional materials and interest of learners towards learning the subject through active approach were hindering the implementation of active learning approach in secondary schools.

Based on these it is possible to conclude that cooperative group learning is an opportunity to promote heterogeneity in classes by encouraging learners to learn from one another. In turn it develop interaction among learners which can lead to increased understanding and acceptance of all members of society, a benefit of cooperative learning that expand beyond the walls of the school itself.

Additionally, to have a general picture on the extent to which the science of cooperative learning is applied in the study area, conducting an investigation on practice towards cooperative learning is very important. As the teaching staff members of the secondary school, the researcher observation implies that cooperative learning implementation and its fruitfulness is not as expected. This motivates the researcher to conduct a research on cooperative learning practices in secondary school of Mancho Woreda, Jimma, Ethiopia.

## **1.2. Statement of the Problem**

As study indicated by (Iksan, 2007), the challenge in education today is to effectively teach students of diverse ability and differing rates of learning. Therefore, secondary schools are adapting different strategies to improve students' learning that will in turn contribute to the development of wider societies. Cooperative learning is one of those approaches that have been adopted long ago and still implementing in secondary school since it has diversified advantages for students. Pertaining to its advantages (Nuntrakune, 2008) stated that cooperative learning strategies enhances students' cognitive development and social development such as knowledge building, meta-cognition, self-esteem and positive peer relationship.

Inversely, Nuntrakune (2008) explained that in the traditional competition based classroom low achieving students may feel embarrassed and humiliated in their struggle to keep up. In addition to this, in some institutions cooperative learning is seen as cheating because the educational pedagogy recognizes and rewards individual effort and competition and discourages cooperation among students (Oregon University, 2013).

According to (Millis, 2002), secondary education's most challenging goals include enhancing critical thinking, promoting deep learning, encouraging both self-esteem and the acceptance of others, and improving interpersonal effectiveness (with emphasis on team skills). Therefore, current emphases given for cooperative learning increases since it has multiple advantages for students. But, due to several challenges these advantages are not easily harvested in teaching-learning process. Several

research findings like (A. Dionigi, 2013) pin-pointed that teachers' understanding about this strategy and students' behavior are some of the factors that affects the effectiveness of cooperative learning.

Moreover, as Latane, Williams, and Harkins (1979) cited in (E.Slavin, 1995) pointed out that in a group lacking individual accountability, one or two students may do the group's work, while others engage in "social loafing". Similarly, (Bartsch, 2014) stated that mismatched personalities can cause unsatisfactory cooperative learning even when conflict or drama is present as students with dominant personalities might move into leadership roles whether or not they best suited to steer the project at hand.

Regarding to its advantages Mabrouk (2007) and Cheong (2010) stated that, cooperative learning strategies help students to develop critical thinking skill, develop more positive and supportive relationship with peers creates an environment in which students can practice, improve skills such as leadership, communication and conflict resolution.

Similarly,(Hiko, 2014) elaborated that group-based learning creates an environment in which students can practice, gain, and improve soft skills such as leadership, communication, social and conflict resolution skills . However, implementing cooperative learning in the classroom is more complex and demanding for the teacher, as well as the student (Kaufman, 1997). Several research findings indicated that there are several challenges in cooperative learning practices. For instance, students developed in a very competitive environment as well as students who have poorly developed social and emotional skills consider cooperative learning activities as a treat or challenging (Ashman, 2003).In addition to this , the problems prevailed in cooperative learning in the classroom stated in Kambo (2016) were:- the utilization of time during cooperative learning, the problem of group formation and time allotted to group learning, not giving or assigning students with responsibilities and lack of teachers commitment in facilitating, controlling overall activities and giving feedback for students.

On the top of this Adula and Kassahun (2010) and Sintayehu (2014) also confirmed the teachers' ignorance to implement cooperative learning instruction including other factors resulted student's poor achievement. This is because the poor performance was attributed to conventional teaching methods that are being used by the teachers (Sogoni&Musasia, 2016).

Similarly, in some institutions cooperative learning is seen as cheating because the educational pedagogy recognizes and rewards individual effort and competition and discourages cooperation among students (Oregon University, 2013).In this respect (Oregon University, 2013) stated that

learners resist active learning because they may be more familiar and more comfortable with passive learning, such as listening to an entire class period of lecturing. Putting learners outside their comfort zones would cause some of them to resist and complain. When active learning involves teamwork, learners would complain.

Even though the of pedagogy promotes cooperative learning as one of the good strategies that maximize students' advancement in academic, social and personal development by working together, its practical implementation is accompanied with several challenges. As any other Ethiopian secondary school, Mancho Woreda secondary school accepted the responsibility for implementing cooperative learning strategies in order to improve students' learning opportunities. From the above research findings is possible to understand that in most schools in Ethiopia cooperative leaning is neglected though ideally the strategy is contemplated.

As the teaching staff members of the secondary school, the researcher observation implies that cooperative learning implementation and its fruitfulness is not as expected. This implies as there is some gap between the intention and implementation of cooperative learning practices. In order fill this gap, it is very important to conduct a research on cooperative learning practices in secondary school of Mancho Woreda.

Therefore, conducting a research on cooperative learning practices is essential and timely issue in order to identify its challenges and forward alternative solution for better practices as well as to improve its valuable contribution for students' learning in the secondary school of Mancho Woreda.

### **1.3. Research questions**

Therefore, this study is attempted to address the following basic questions:

1. What is the current status of cooperative learning practices in secondary school of Mancho Woreda Jimma, Ethiopia?
2. What are the major determinant factors affecting the practices of cooperative learning in the study area?
3. How cooperative learning practices will be improved for the future?

## **1.4. Objectives of the Study**

### **1.4.1. General objective**

The main objective of this study was to assess the cooperative learning practices in study area.

### *1.4.2. Specific objective*

The specific objectives of this study were as follow:

To identify the current status of cooperative learning practices in secondary school of Mancho Woreda, Jimma, Ethiopia?

To distinguish the major determinant factors affecting the practices of cooperative learning in study areas

To find alternative strategies used to improve the cooperative learning practices in Secondary schools.

## **1.5. Significance of the Study**

Educators frequently required to update their teaching and learning methods and practices to implement strategies in their classroom and outside the classroom that have been proven to be beneficial for student learning. The practices that have been included of innovative methods in educational research as being effective in pedagogical strategy is cooperative learning.

Even though the science of pedagogy promotes cooperative learning as one of the good strategies that maximize students' advancement in academic, social and personal development by working together, its practical implementation is accompanied with several challenges. So, the importance of this study is significant for the following reasons:-

It helps to assess and aware the current level of practice (implementation) and its effectiveness of its implementation

It may enhance the teachers' and students' involvement on cooperative group learning by showing its social and academic value

It might make teachers, students, principals, and supervisors, to have awareness about existing level of practice and seat a new strategy for its effectiveness

It may give some idea for professional researchers to do further investigation on other issues related to 1 to 5 cooperative group learning.

It helps to assess and aware the current level of practice (implementation) and challenges hindering effectiveness of its implementation.

Based on its findings, this study may help the school principals, supervisors, and educational experts to give high emphasis or contribute what is expected from them as a stakeholder for effectiveness of cooperative learning practices and to recommend on the factors affecting the effectiveness of its implementation.

### **1.6. Scope of the Study**

In order to make the study more manageable, the study was delimited to concepts or issues and geography. Regarding the concepts, it was delimited to the practices of cooperative learning. Explicitly, it delimited to assessing how cooperative learning is practiced in the classroom, the challenges that face in practicing cooperative learning.

Geographically, the scope of the study focused on Mancho woreda secondary schools. Mancho woreda has three secondary schools. From those three governmental schools the researcher focused on all of the secondary school namely Mole secondary school, Bilu secondary school and Kusaye secondary school of grade 9 and 10 students. The rationale behind this is that, the researcher find the problem in this school and the researcher believed that grade 9 and 10 students have better understanding about cooperative learning and manageable in size .

### **1.7. Limitation of the Study**

The comprehensiveness of this study has been limited by different challenges. For instance, the collection of data was delayed due of corona virus pandemic. Another challenge was lack of well-organized and documented data. Data on some issue were in a way inconvenient to access immediately from record office. Despite all these challenges, the researchers have tried to critically analyze the available data to answer the questions raised in the study.

### **1.8. Definition of terms**

Cooperative learning - is successful instructional approach where small teams of mixed ability student's work together to take full advantage of their individual and group learning.

Practice - it refers to repetition of activities to improve skill.

Cooperative - is an association of the persons or organization that is owned and controlled by the people to meet their common needs.

### **1.9. Organization of the Study**

This research paper was organized in five chapters. The first chapter deals with the introduction part which is mainly cover the background of the study, statement of the problem, objectives of the study, significance of the study, delimitation (scope) of the study, limitation of the study and definition of terms. The second chapter deals with review of related literature. The third chapter covers the research design and methodology. The forth chapter discussed about the data analysis and interpretation. Chapter five contains summary, conclusions, and recommendations forwarded by the researcher.



## CHAPTER TWO

### 2. REVIEW OF RELATED LITERATURE

#### 2.1. Introduction

In this part, a brief review of the related literature to the major topic of the study was made. The concepts and definitions of cooperative learning, essential element of cooperative learning, characteristic of cooperative learning, types of cooperative learning, and the role of teachers in cooperative learning and benefits of cooperative learning and class activities that use cooperative learning are discussed.

#### 2.2. Concept and Definition of Cooperative Learning

Several definitions of cooperative learning have been offered by educationists. Felder and Brent (2010) define cooperative learning as students working in teams on an assignment or project under conditions in which certain criteria are satisfied. These conditions include team members being held individually accountable for the completion of content which in turn facilitate the completion of the assignment or project. Johnson, Johnson & Holubec (2013) defined cooperative learning as the instructional use of small groups so that students work together to maximize their own and each other's learning. It is an instructional programme in which students work in small groups to help one another master academic content. Similarly, Duplass (2006) and McKeachie (2007) state that cooperative learning is instruction that involves students working in teams to accomplish a common goal, under conditions that include the positive interdependence, individual as well as group accountability, appropriate use of collaborative skills and group processing.

To sum up, Cooperative learning is one of the most effective methods in the process of learning and it has gained its popularity in the field of education and research. Cooperative learning has its own principles as not all the group work can be considered cooperative learning. Cooperative learning aims to make the process of learning student-centered rather than teacher-centered. Positive interdependence is one of the principles of cooperative learning as each group member should be responsible for his own learning and the other group members learning.

Moreover, cooperative learning should be goal-oriented as the students should work together to achieve a specific task. Equal opportunities of participation among the students are an essential element in the process of cooperative learning. It is important to note that their different types of cooperative learning with their attending structures (Johnson and Johnson, 2014) model.

### **2.3. Theoretical and Empirical Supports of Cooperative learning**

There are different theories and empirical studies that have contributed to development and the implementation of cooperative learning from the perspective of its socio-cultural and academic values. To that end, two major theories (social constructivists' theory and motivational theory) are briefly reviewed. Similarly, a brief review on the works of two great scholars (Vygotsky and Slavin) who advocate cooperative learning is also made and reviewed. That is followed by review of some empirical studies.

#### **2.3.1. Social Constructivists Theory**

As indicated earlier, constructivists' theory is one of the major theories that contributed to the growth of cooperative learning. According to Li & Lam; (2013), constructivists theory is a theory developed by Vygotsky, (1896-1934) and it describes learning as a socio-cultural phenomenon and cooperative learning as a means through which people can interact and learn to each other. Here social interactions were explained as a process by which parents, teachers, and peers order and/or support children to take their culture as a source where knowledge is explored in more simple way. Since students are expected to generate, construct and develop their knowledge instead of receiving all from others, social interaction and their cultural environment can be used as a source where they generate, construct and develop their knowledge by their own (Li & Lam, 2013).

According to Vygotsky (1978), a gap in between "potential and actual level of development of children in their domains and termed as Zone of Proximal Development." As to Vygotsky (1978), students working together in small groups formed by collecting students of heterogeneous skill level are more effective and can be successful in completing the same activity than those who work individually. Therefore, it is possible to conclude that cooperation in small groups to work together is an opportunity to reach on success than working alone. Without the interaction of student in Proximal Development Zone, it is impossible to have effective learning and at the same time, learning extends the scope or level of interaction with their environment (Vygotsky, 1978). According to this view, there is a strong two-way relation between social interaction and learning. Learning is important to value social interaction and social interaction is essential to have successful learning that results for cognitive develop.

#### **2.3.2. Motivational Theory**

Motivational theory is also another theory, which promotes the development of cooperative learning. It is a theory where motivation is considered as a part of teaching learning process.

As stated by Slavin, (1995), advocates of motivational theory, group-based rewards enhance students to participate in-group tasks actively. The individuals' success depends on the group achievement. Having this idea all students develop the necessity of interdependence to help and promote to each other to play their own role for group success and reward. According to David and Roger Johnson, (1998), the level of learning that the students attained was evaluated and they were rewarded based on the result that they have scored as a group not on individual bases. They argue that students who have internalized the value of group success are motivated to work in teams. Slavin, (1995); also stated that each individual learner is responsible for group members learning and reward that they are honored as a group.

Moreover, Slavin, (1995); also argue that cooperative group-based rewards encourage individuals to engage actively in their cooperative learning groups to contribute their alternatives since the success and reward of a team is dependent on individual scores recorded individually on tasks like quizzes, tests, exams, assignments.

#### **2.4. Types of cooperative learning**

Johnson and Johnson (2014) identified four major types of cooperative learning, including the following:

##### **(a) Formal cooperative learning**

This consists of students working together, from one class period to several weeks, to achieve mutual learning goals and jointly complete specific tasks and assignments. Assignments could range from solving a set of problems, completing a curriculum unit, writing a report, conducting an experiment to reading a story, play, or book. Due to its highly structured nature, cooperative learning requires the teacher to function in a facilitator role. In formal cooperative teaching groups, the teacher:

1. specifies the objectives for the lesson (one academic and one social skill).
2. Makes a series of decisions about how to structure the learning groups (what size groups, how students are assigned to groups, what roles to assign to individual students, how to arrange materials, and how to arrange students' sitting).
3. Teaches the academic concepts, principles, and strategies that the students are to master and apply, and explains the (a) task to be completed, (b) criteria for success, (c) positive interdependence, (d) individual accountability, and (e) expected student behaviors

4. Monitors the functioning of the learning groups and intervenes to (a) teach collaborative skills and (b) provide assistance in academic learning when it is needed.

5. Evaluates student performance against the preset criteria for excellence, and ensures that groups process how effectively members worked together.

(b) Informal cooperative learning

This consists of students working together to achieve a joint learning goal in temporary, groups that last from a few minutes to one class period. During a lecture, demonstration, or film they can be used to focus student attention on the material to be learned, set a mood conducive to learning, help set expectations as to what will be covered in a class session, ensure that students cognitively process the material being taught, and provide closure to an instructional session. During direct teaching the instructional challenge for the teacher is to ensure that students do the intellectual work of organizing material, explaining it, summarizing it, and integrating it into existing conceptual structures. Informal cooperative learning groups are often organized so that students engaged in three-to-five minute focused discussions before and after a lecture and three-to-five minutes turn-to-your-partner discussions mix together throughout a lecture. In this way the main problem of lectures can be countered: "The information passes from the notes of the instructor to the notes of the student without passing through the mind of either one."

(c) Cooperative base groups

Are long-term, heterogeneous cooperative learning groups with stable membership in which students provide one another with support, encouragement, and assistance to make academic progress (attend class, complete all assignments, learn). They also help one another develop cognitively and socially in healthy ways, as well as hold one another accountable for striving to learn. Base groups meet daily (or whenever the class meets). They are permanent (lasting from one to several years) and provide the long-term caring peer relationships necessary to influence members consistently to work hard in school. They formally meet to discuss the academic progress of each member, provide help and assistance to each other, and verify that each member is completing assignments and progressing satisfactorily through the academic program. Base groups may also be responsible for letting absent group members know what went on in class when they miss a session. Informally, members interact every day within and between classes, discussing assignments, and helping each other with homework. The use of base groups tends to improve attendance, personalizes the work required and the school experience, and improves the quality and quantity of learning. The larger the class or

school and the more complex and difficult the subject matter, the more important it is to have base groups.

## **2.5. Basic elements of cooperative learning lessons**

Conducting cooperative learning does not mean that we simply let students sit next to each other at the same desk and ask them to do their own tasks (Gillies, 2003). A cooperative learning environment will exist if groups are structured in such a way that group member's co-ordinate activities to facilitate one another's learning (Ballantine & Larres, 2007). In order to engage students in learning, five elements: positive interdependence, face-to-face interaction, individual accountability, interpersonal & social skills, and group processing, must be present in the cooperative classroom (Johnson & Johnson, 2008).

### **2.5.1. Positive Interdependence**

Positive interdependence is the first essential element of cooperative learning. Learning situations are not cooperative if students are arranged into groups without positive interdependence (Johnson & Johnson, 2009). Positive interdependence means that in cooperative learning situations, students are required to work together as inter connected group to achieve shared learning objectives (Yager, 2000; Jensen, Moore & Hatch, 2002). In the process, students must be responsible for their own learning and for the success of other group members' learning (Slavin, 2011).

In other words, students must ensure that other members in their group complete the tasks and achieve the academic outcomes. The lesson will not be cooperative if students do not "*swim together*" in the group learning activities (Johnson & Johnson, 2008). If group members are not dependent on each other and fail to have shared interest in working together to accomplish the tasks, the success of the group will decrease (Ballantine & Larres, 2007). In other words, if one group member fails to complete his or her learning task, all the other group members will suffer the consequences of that member's poor presentation. More specifically, the achievement of the group depends on that of each member (Kose, Sahin, Ergun, & Gezer, 2010). All group members must be cooperative in learning activities and are responsible for the success or failure of each member in their group (Jensen et al., 2002). Hence, positive interdependence needs to be constructed in cooperative learning groups to help students work and learn together.

### **2.5.2. Face-to-Face Promotive Interaction**

The second element of cooperative learning is face-to-face promotive interaction. Positive interdependence results in reciprocal interaction among individuals, which promotes each group member's productivity and achievement. Promotive interaction occurs as individuals encourage and

facilitate each other's efforts to accomplish the group's goals. In cooperative learning groups, students are required to interact verbally with one another on learning tasks (Johnson & Johnson, 2008). As part of the cooperative learning condition, students are required to interact verbally with one another on learning tasks (Johnson & Johnson, 2008), exchange opinions, explain things, teach others and present their understanding (Ballantine & Larres, 2007). The quality of interaction depends on the group size, and frequency of students' cooperation on their learning tasks (Johnson & Johnson, 1989). Hence, groups should be small when students begin learning together to help them develop cooperative learning skills.

Moreover, the quality of group interaction depends on the academic level of all members in the group. The learning ability of all members in the group should be identified to help them to give feedback to and support one another in their learning. In addition, the quality of group interaction depends on the learning environment. If a positive learning environment is established, students in the cooperative group work and learn together effectively (Slavin, 2011).

### *2.5.3. Individual Accountability/Personal Responsibility*

The third essential element of cooperative learning is individual accountability. Individual responsibility means that students ask for assistance, do their best work, present their ideas, learn as much as possible, take their tasks seriously, help the group operate well, and take care of one another (Johnson, 2009). Positive interdependence is recognized to create "*responsibility forces*" that increase the individual accountability of group members for accomplishing shared work and facilitating other group members' work (Johnson & Johnson, 2008). Individual accountability is considered as the degree to which the achievement of the group is dependent on the individual learning of all group members. If there is no individual accountability, one or two group members may do all the work while others do nothing. If the achievement of the group depends on the individual learning of each group member, then group members are motivated to ensure that all group members master the material being studied (Slavin, 1996). When group accountability and individual accountability exist in the group, the responsibility forces increase (Johnson & Johnson, 2008).

Group accountability exists when the overall performance of the group is assessed and the results are given back to all group members to compare against a standard of performance. Similarly, individual accountability exists when the performance of each individual member is assessed, the results are given back to the individual and the group to compare against a standard of performance, and the member is held responsible by group-mates for contributing his other fair share to the group's

success. The provision of information on the level of understanding of each student in the learning process can be considered as significant feedback, with the aim of defining the achievement level of each group member (Johnson & Johnson, 1999). It is necessary for other members in the group to provide assistance if one or some group members cannot finish the assigned tasks (Kagan, 1985).

In an examination of cooperative learning on student's learning, Hooper, Ward, Hannafin & Clark (1989) found that cooperation resulted in higher achievement when individual accountability was structured rather than when it was not and argued that a lack of individual accountability may reduce feelings of personal responsibility. All group members are required to ask for assistance, do their best work, present their ideas, learn as much as possible, do their tasks seriously, help the group operate well, and take care of one another (Robertson, 1990).

#### **2.5.4. Interpersonal and social skills**

Interpersonal and social skills are the fourth essential element of cooperative learning. In reality, students cannot work effectively if socially unskilled students are arranged into one group (Johnson & Johnson, 2006). If basic learning skills on cooperative interaction are not taught, group members cannot work together effectively to finish their tasks (Sharan, 1990). Cooperative learning, compared with individualistic or competitive learning, is more complex because it requires students to engage in learning tasks and work together (Johnson & Johnson, 1990b; Ballantine & Larres, 2007). Therefore, social and interpersonal skills, such as listening attentively, questioning cooperatively and negotiating respectfully need be taught, to help students cooperate effectively in the group (Killen, 2007).

In addition, each group member should know how to manage the group, how to make decisions and how to solve conflicts that arise among group members. If these skills are not taught, cooperative learning activities are rarely successful (Slavin, 1996). Interpersonal and social skills can be taught using techniques such as role playing, and modeling in group activities (Slavin, 2011). Group members must have, or be taught; the interpersonal and small group skills needed for high quality cooperation, and be motivated to use them. To coordinate efforts to achieve mutual goals, participants must: (a) get to know and trust each other; (b) communicate accurately and unambiguously; (c) accept and support each other; and (d) resolve conflicts constructively (Johnson & Johnson, 2009). In their studies on the long-term implementation of cooperative teams, Lew and Mesch (Lew, Mesch, Johnson & Johnson, 1986; Mesch et al., 1988) found that the combination of positive goal interdependence, a contingency for high performance by all group members, and a social skills contingency, promoted the highest achievement and productivity. Archer-Kath, Johnson

& Johnson (1994) found that giving participants individual feedback on how frequently they engaged in targeted social skills was more effective in increasing participants' achievement than group feedback. Thus, the more socially skillful participants are, the more social skills are taught and rewarded, and the more individual feedback participants receive on their use of the skills, the higher the achievement and productivity of the cooperative groups tends to be. Not only do social skills promote higher achievement, they contribute to building more positive relationships among group members.

### **2.5.5. Group Processing**

The fifth essential element of cooperative learning is group processing. Group processing is defined as reflecting on a group session to help students: (1) describe what member actions were helpful and unhelpful; and (2) make decisions about what actions to continue or change (Johnson et al., 1994). Group processing helps improve the effectiveness of the members in contributing to the shared efforts to achieve the group's goals via reflection on the learning process (Yamarik, 2007). In other words, the purpose of group processing is to clarify and improve the effectiveness of the members in contributing to the joint efforts to achieve the group's goals.

There are two levels of processing: small-group and whole class. At the level of small-group processing, teachers should allocate some time at the end of each class for cooperative groups to process how effectively members worked together. Such group processing: (i) enables cooperative groups to maintain good relationships among group members; (ii) facilitates cooperative skills of group members; (iii) examines the group's tasks and gives students feedback on their participation; (iv) examines students' knowledge on their own learning parts; and (v) celebrates the success of the small group, and reinforces group members' positive behaviors (Johnson et al., 1994). In addition to small-group processing, teachers should engage in whole-class processing by observing the groups, giving feedback to each group, and sharing observation results in the class through a whole-class processing session at the end of the class period (Johnson et al., 1994)

## **2.6. Benefits of Cooperative Learning**

From the ideas presented in the definition and concept of cooperative learning section, we can understand to what extent cooperative learning is a multi-dimensional learning strategy. In addition to what has been presented above there are many other benefits come up when cooperative learning is effectively employed in the classroom instruction. The following are some benefits of using Cooperative learning in real teaching learning process.



### **2.6.1. Academic Benefit**

Researchers and education specialists endorse the view that student learning can be maximized, thus academic performance improved, by developing a sense of “we are all in the same boat together,” a basic tenet of cooperative learning (Akhtar et al,2012).

When the classroom is structured in a way that allows students to work cooperatively on learning tasks, students benefit academically as well as socially. Learners in cooperative learning groups can discuss, debate and clarify their understanding of the concepts and materials being considered during the class and can help one another master the basic facts necessary for computational procedures.

Similarly, Slavin and Cooper (1999) suggested that the intent of cooperative work groups is to enhance the academic achievement of students by providing them with increased opportunity for discussion, for learning from each other, and for encouraging each other to excel.

### **2.6.2. Enhance Creativity**

Researchers and education specialists endorse the view that student learning can be maximized, thus academic performance improved, by developing a sense of we are all in the same boat together, a basic tenet of cooperative learning (Akhtar et al,2012).

### **2.6.3. Psychological Benefits**

Cooperative learning helps to develop interpersonal relationships among learners. The opportunity to discuss their ideas in smaller groups and receive constructive feedback on those ideas helps to build learner self-esteem. In a whole-class format; learners are called upon to respond to a question in front of the entire class without having much time to think about their answer. Cooperative learning creates a safe, nurturing environment because solutions come from the group rather than from the individual.

### **2.6.4. Social Benefit**

One of the most valuable uses of cooperative learning is to teach social and interpersonal skills. Cooperative learning teams provide a safe, intimate atmosphere where social skills are modeled by other

group members. It is a place where students can practice new skills (Johnson and Johnson, 2009). Learners in cooperative learning tend to become tolerant of diverse viewpoints, to consider others' thoughts and feelings in depth, and seek more support and clarification of others' positions (stahl, 1994). Therefore, for the desired behaviors to be happened social skills should be taught just as systematically as mathematics, social studies, or any subject.

### **2.6.5. Benefits for Teachers**

During cooperative learning both teachers and learners can assume responsibility for evaluating the skills and contributions of group members. While learners are engaging in group activities, teachers often collect and share information on how groups are functioning in regard to the academic and social aspects of the lesson. This information is shared with the groups during and after the lesson. Direct observation is a valuable tool for teachers who are concerned about a learner's performance in a specific area (Isaacs, 2008). To sum up, from the above advantages of cooperative learning discussed by different scholars; it is possible to say that both cognitive and affective growth results from cooperative learning. Moreover, cooperative learning benefits students to make higher achievement gains, higher level of self-esteem and greater motivation to learn. However, for the above explained benefits of cooperative learning to be realized, teachers need to be well acquainted with the various steps used to implement cooperative learning.

### **2.7. Role of Teachers in Cooperative Learning**

Teachers' role in a cooperative learning classroom involves a careful design of meaningful tasks that require active participation of each student in the group towards a common end. At the beginning of a cooperative lesson, the teacher's role, often in cooperation with the class, is that of task setter. As groups work on tasks, the teacher acts as a facilitator moving from group to group to monitor the learning process. The teacher also provides students with regular feedback and assessment of the group's progress (Ogunleye, 2011). Besides, teachers should use the following pertinent steps used to successfully implement cooperative learning.

### **2.8. Teachers' Use of Cooperative Learning Strategies**

Foyle and Lawrence (1988) identify the basic steps involved in successful implementation of cooperative learning activities:

1. The content to be taught is identified, and criteria for mastery are determined by the teacher.
2. The most useful cooperative learning technique is identified and the group size is determined by the teacher
3. Students are assigned to groups.
4. The classroom is arranged to facilitate group interaction.
5. Group processes are taught or reviewed as needed to assure that the group's run smoothly.

6. The teacher develops expectations for group learning and makes sure students understand the purpose of the learning that will take place. A time line for activities is made clear to students.
7. The teacher presents initial material as appropriate, using whatever techniques she or he chooses.
8. The teacher monitors student interaction in the groups, and provides assistance and clarification as needed. The teacher reviews group skills and facilitates problem solving when necessary.
9. Student outcomes are evaluated. Students must individually demonstrate mastery of important skills or concepts of the learning. Evaluation is based on observations of student performance or oral responses to questions; paper and pencil need not be used.
10. Groups are rewarded for success. Verbal praise by the teacher or recognition in the class newsletter or on the bulletin board can be used to reward high-achieving groups.

## **2.9. Class Activities in Cooperative Learning**

Kagan and his associates at Kagan Publishing and Professional Development have developed different cooperative learning activities. The following are some of the cooperative learning activities developed by Kagan and his associates.

### **2.9.1. Jigsaw**

Jigsaw concept is based on the division of activities and each group member is assigned some unique material to learn and then to teach to his group members. The purpose of jigsaw learning is to develop team work and cooperative learning skills within all learners. In addition, it helps to develop a depth of knowledge not possible if the learners were to try and learn all the material on their own. This is to mean that jigsaw method requires equal division of tasks among the cooperative learning teams and teams are responsible for mastering a unique portion of content and presenting that content to teammates.

### **2.9.2. Think pair-share**

This method is usually embedded within large lessons and activities. It comprises four steps. First, the teacher poses a question or problem on the class. Second, students are given time to think by themselves. Third, students are to discuss their ideas with partner and fourth, the teacher calls on some of the students to share with whole class their own (and their partners) thinking. Often the focus is on preparatory thinking process rather than completed work projects, rewards are not a main feature of this method (Stahl, 1994).

### **2.9.3. Numbered Heads Together (Kagan)**

A team of four is established. Each member is given numbers of 1, 2, 3, and 4. Questions are asked of the group. The learners are asked to 'put their heads together' to ensure that everyone knows the answer. Teacher calls out a number and the learners with that number raise their hands or stand up to respond. This activity guarantees positive interdependence because learners put their heads together to agree on the correct answer and to ensure that all team members know that answer, thus everyone anticipates being called on (Isaacs, 2008 and Stahl 1994).

### **2.9.4. Team Pair Solo (Kagan)**

Team pair solo is a strategy of cooperative learning whereby students are grouped into teams. First, they solve problems as a team, then with a partner, and finally on their own individually. It is designed to motivate students to tackle and succeed at problems which initially are beyond their ability.

## **CHAPTER THREE**

### **REASURCH METHODOLOGY**

#### **3.1. Description of Study Area**

Mancho is located 348 km south west of Addis Ababa. It is bordered with SNNPR on the south, on the north with Dedo Woreda, and on the east with nada woreda. Geographically, it extends 7°13' 30" N to 7°38' 30" North latitude and 36°55'30" E to 37°12' 00" E latitude attitudinally; the woreda ranges between 880 to 2400 meters above mean sea level. In case of Agro-ecology, the woreda is divided in to three major agro- ecological zones that are Dega which constitute 35% and Woinadega which accounts 25% and kola which constitute of 40 % of the total area of the woreda.

The maximum and minimum annual temperature of the woreda is 19<sup>0</sup>c and 13<sup>0</sup>c respectively Most of economic activity of population of Mancho Woreda is characterized by mixed farming. The agro climatic condition of the area is favorable for growing of varieties types of crops and rear different species of animals. Additionally to this small proportion of the population is participating in non-agricultural activities like trade.

According to the recent census 2007, 114,180 is the total population of the woreda. Out of this total population, 56,974 were male while 57,206 were females. The majority of the population practiced Muslims, about 89.57%, whereas 10.11% was orthodox follower. The woreda constitute different ethnic groups, namely Oromo 78.87% Yam 8.75% Dawuro 8.54% Amhara 1.47% and kaficho 0.94%; all other ethnic groups made up 1.43%. The majority of the population of the woreda had spoken “Afan Oromo 87.%, Dawuregna 7.3% Yemsa 2.55% and Amharic 1.6% all other 1.52% spoke other primary language. The vast majority of the population (97%) lives in rural areas and are engaged in crop production and animal rearing while the remaining (3%) living in urban area. The town dwellers are scattered in three small towns including the woreda town.

#### **3. 2. Research Methods**

This study was employed in descriptive survey method. This method enables to investigate the current practice of cooperative learning in Mole, Bilu and Kusaye Secondary school through narration of events, comparison and drawing conclusion about the opinions, attitude and feelings based on the information secured from respondents.

### **3.2.1. Sources of Data**

The primary sources of data were teachers, students, supervisor and principals. In order to supplement the data obtained from these primary sources, secondary sources of data such as guidelines, reports and other documents were utilized in this study.

### **3.2.2 Target Population, Sample and Sampling Techniques**

#### **3.2.3 Target population**

The target population of this study includes grade 9 and 10 of Mole, Bilu and Kusaye secondary school regular students, teachers of those schools grade 9 and 10, principals and supervisor.

#### **3.2.4 Sample Size**

According to the information obtained from the Mancho Woreda education office, in the selected schools were a total of 1004 students (692 grades 9 & 312 grade 10 students) in the 2020/21 academic year. Out of this, 467 of the students were females and the remaining 537 students were males. Besides, there were 66 teachers (11 females and 55 males), 3 principals and 1 supervisor. Accordingly, 252(25%) students 66(100%) teachers, 1(100%) supervisor and 3(100%) principals were included in the study.

#### **3.2.5 Sampling Techniques.**

Concerning the schools, 3 (100%) secondary schools were selected by using purposive sampling technique which means Mole, Bilu and Kusaye secondary schools. In the selected 3 secondary schools there were 17 and 8 sections of grade 9 and 10 respectively. Hence the researcher randomly selected 6 sections from each grade level. (2 section from each school of grader level). Then after, the researcher randomly took 21 students from each selected section of the two grade levels. This means that a total of 252 students were selected from grades 9 and 10 (252 students from each grade level). Regarding sample of teacher, all academic staff members was selected by using purposive sampling techniques since they have better insight about the cooperative learning practices in secondary school as well as manageable in size.

Finally, the three school principals and a single supervisor (the three schools were supervised by only one supervisor) were also participated in this study.

### **3.3. Instruments and Procedures of Data Collection**

#### **3.3.1 Instruments**

As the aim of this study was to investigate the practices cooperative learning, the instruments that were used in this study were namely: questionnaire, interview and classroom observation.

### **3.3.2. Questionnaire**

The first part of the questionnaire was intended to gather background information of the teachers, principals, and student's respondents. For the collection of the main data, questionnaire items were prepared for 251 students and 62 teachers. Regarding the questionnaire items prepared for teacher and student respondents, 15- point Likert scale items was prepared to assess the practices of cooperative learning.

Moreover, there were also some open-ended questions in order to let participants write down additional information about the practices of cooperative learning.

### **3.3.3. Classroom Observation**

Observation is useful in exploring topics that may be uncomfortable for participants to discuss (Creswell, 2009). Therefore, an observation checklist was prepared for classroom observations. The checklist was developed by the researcher based on the research objective. The researcher randomly selected six sections from the three schools. That is, two sections (one from each grade level) were selected from each school. Consequently, a total of 18 visits (six visits for each school with three visits for each grade level) were conducted. The purpose of the observation checklist was to see the skills of teachers in implementing the cooperative learning strategies.

### **3.3.4 Interview**

Semi-structured interview items were prepared for three school principals and one supervisor. The responses were used to supplement the data that was collected through the different instruments employed for this study.

### **3.3.5 Procedures of Data Collection**

The first step that the researcher did in collecting the pertinent data was making a contact with school principals in order to introduce them with the purpose of the study. Then the researcher with the school principals arranged time and place to get the participants. Accordingly, he first distributed the questionnaire for the students after class time. Questionnaire items were distributed in the presence of the researcher. The need to distribute the questionnaire papers in the presence of the investigator was to avoid any ambiguity that might affect the study negatively. Before letting them fill the questionnaire, short explanation on how to fill the questionnaire was given by the researcher. Moreover, questionnaire papers for teachers were distributed with the help of the principals. So as to let them thoroughly understand the questionnaires, three days were given. The researcher then carried out the interview with the supervisor and school principals while waiting for the return of the questionnaire papers of teachers. The interview was conducted on individual base. Finally, to carry

out classroom observation, the researcher asked permission. After he got approval of teachers, he conducted classroom observations based on the check list prepared.

### **3.4 Validity and Reliability of the Instruments**

Before the actual data collection, the instruments were given to colleagues so as to get valuable comments and criticisms on the strengths and weaknesses of the items. Based on the comments obtained, necessary modifications were made and were given to the thesis advisor for further comments, criticisms and evaluation. Eventually, the instruments were tried out in small-scale study in Mana Woreda secondary school, specifically in Doyo secondary school. For the pilot study, 40 (20 students from each grade level) students were selected. Moreover, 15 teachers were taken as participants through random sampling technique. Thus, the reliability of the instruments was tested by Cronbachalpha method. The computed reliability of the instruments was 0.83, 0.83 and 0.87 for items prepared to describe advantage, problems and practice of cooperative learning respectively. Hence, the test conducted confirmed that the instruments were reliable to collect data for the main study. Likewise, to validate the items of the observation checklist, diverse means were employed. First, the observation checklists were given to professionals in the area such as educational researchers for comments. This was done to increase the validity of the instrument.

Then after, reliability of the instrument was checked by observing a classroom being four observers. Based on this, the researcher, and his co-observers observed one class. The average agreement calculated for the lesson observed was 0.78. Therefore, the result confirmed that the instruments can measure what is intended to measure.

### **3.5 Method of Data Analysis**

In this study, both quantitative and qualitative methods of data analysis were utilized. The quantitative data collected from different respondents using questionnaire were organized, tabulated and analyzed by using frequency, percentage and mean. In addition to this, qualitative data were analyzed by using narration in the way it supplement the quantitative analysis

### **3.6 Ethical Consideration**

It is strongly believed that any researcher should consider ethical values of the research. As a general concussion, Ethical considerations play a significant role in all research studies and all researchers must be aware of and attend to the ethical considerations related to their studies. Some of the ethical issues related to research are; keeping Confidentiality of the respondents, Punctuality, honesty and loyalty, avoiding and restricting from embarrassing sayings which are odd to the society and respecting the culture, religion, norm of the respondents.



Therefore, by obeying this rules, the researcher conducted her research on all sample secondary schools legally and smoothly with permission. Firstly, the purpose of the study was made clear and understandable for all participants. Any communication with the concerned bodies was accomplished by their voluntarily agreement and willingness without harming and threatening the personal and institutional wellbeing. The identity of the respondents“ was kept confidential, the researcher in every step followed all important ethical procedures until all required data collected and completed from intended sampled schools through.

## CHAPTER FOUR

### **4. PRESENTATION, ANALYSIS AND INTERPRETATION OF THE DATA**

This section of the paper presents the presentation, analysis and interpretation of the data collected from respondents. The data for this study were collected from teachers, supervisor, principals and students through questionnaire, observation and interview.

The questionnaires were distributed to secondary schools 66 teachers and 251 students (125 grade 9 and 126 grade 10). However, those filled by 64 (97%) of teachers and 243 (96.8%) of the students were returned and used for the analysis.

In addition, one supervisor and three principals were interviewed and their responses were used as supplementary points to confirm responses of teachers, students and the data collected through classroom observation. Therefore, the analysis was made based on the responses obtained from these groups of respondents. Participants were also given open-ended questions in the questionnaires. The open-ended questionnaires were basically prepared to give participants opportunity to write down anything they want to write about the issue under study. The responses of the open-ended questionnaires were used for supplementary purpose.

In general, the qualitative and quantitative data that were collected from different participants via different instruments were presented and analyzed thoroughly as follows.

#### **4.1 Background of Respondents**

##### **4.1.2 Background of student Respondents**

This part shows some basic information's about the background and nature of the respondents" in terms of sex, age, and grade level of students. In the same way, it indicates sex, age, educational background (qualification), work experience, and their field of study (stream) about teachers and principals who have participated in the study.

Table 4.1 Distribution of Student Respondents Sex, Age, and Grade

General characteristics		Sample Schools							
		Mole		Bilu		Kusaye		Total	
		No	%	No	%	No	%	No	%
Sex	Male	48	56.47	44	55	40	51.28	132	54.32
	Female	37	43.52	36	45	38	48.71	111	45.67
	Total	85	100	80	100	78	100	243	100
Age	14 - 17	14	16.47	16	20	14	17.94	44	18.1
	18 – 20	34	40	33	41.25	30	38.46	97	39.9
	>20	37	43.54	31	38.75	34	43.58	102	41.97
	Total	85	100	80	100	78	100	243	100
Grade	9	40	47.05	40	50	40	51.28	120	49.38
	10	45	52.94	40	50	38	48.71	123	50.61
	Total	85	100	80	100	78	100	243	100

*Key - No= number of respondents, %= percentage calculated for No*

As indicated above in table 4.1, 243 student respondents have successfully returned the questionnaires distributed to answer the basic research questions. From these 243 (100%) respondents 132 (54.32%) students are males and 111(45.67) students are females. Table 1 also shows respondents age in three groups as from 14-17 years, from 18-20 years, and above 20 years old. As stated above from the 243 (100%) students 44 (18.1%) students have the age of 14-17 years old, 97 (39.9%) are 18-20 years old, and 102 (41.97%) are above 20 years old. As described in the same table the student respondents were selected from both grade 9, and grade 10. From the 243 (100%) students, 120 (49.3%), and 123 (50.61%) are grade 9 and grade 10 students respectively. Generally, the above table summarizes that there is no significant difference in sample size from school to school, and the distribution of student respondent's insex and grade level

Table 4.2 Distribution of Teachers Respondents

General characteristics		Sample Schools							
		Mole		Bilu		Kusaye		Total	
		No	%	No	%	No	%	No	%
Sex	Male	20	83.33	19	82.6	14	82.35	53	82.8
	Female	4	16.67	4	17.39	3	17.64	11	17.2
	Total	24	100	23	100	17	100	64	100
Age	21-30	2	8.33	3	13.04	17	100	22	34.4
	31-40	22	91.7	20	86.95	-	-	42	65.6
	41-50	--	-	-	-	-	-	-	-
	>50						-	-	-
	Total	24	100	23	100	17	100	64	100
Qualification	Diploma	2	8.33	1	4.34	1	5.88	4	6.25
	BSC/BE D	22	91.7	22	95.65	16	94.11	60	93.75
	MSC/M A	-	-	-	-	-	-	-	-
	Total	26	100	23	100	17	100	64	100
Work experience	1-5	2	8.33	3	13.04	15	88.23	20	31.25
	6- 10	20	83.33	18	78.26	2	11.76	40	62.5
	11-15	2	8.33	2	8.69			4	6.25
	>16	-	-	-	-	-	-	-	-
	Total	24	100	23	100	17	100	64	100
Field of study	Language	4	16.7	4	17.39	3	17.64	11	16.66
	Natural science	16	66.7	16	69.56	11	64.7	43	67.2

	Social science	4	16.7	3	13.04	3	17.64	10	15.62
	Total	24	100	23	100	17	100	64	100
Work load per week	10-14 periods								
	15-19 periods	2	8.33	3	13.04	5	29.41	10	15.625
	20-24 periods	22	91.7	20	86.95	12	70.58	54	84.37
	25-30 periods								
	Total	24	100	23	100	17	100	64	100

*Key - No= number of respondents, %= percentage calculated for No*

As presented in table 4.2 above, from 64 (100%) teacher respondents 53 (82.8%) and 11 (17.2%) are males and females respectively. The age of respondents also presented in 4 groups ranging from 21-30, 31-40, 41-50, and above 50 years old. Based on this 22 (34.4%) are found within the age group of 21-30 years old, 44 (65.6%) teacher respondents have an age ranging 31-40. As we can see from the table 4.2, no teacher respondent above 40 years old. Regarding their educational background or qualification, 4 teacher participants (6.25%) are diploma holders and 60 (93.75%) are first degree holder. The researcher has also presented work experience of teachers by classifying in 4 groups as 1-5 years, 6-10 years, 11-15 years, and above 16 years' of service. As indicated above from 64 (100%) teacher respondents 20 (31.25%) teachers have experience of 1-5 years, 40 (62.5%) have an experience of 6-10 years, 4 (6.25%) have an experience of 11-15 years experience. Moreover, regarding the teacher participants field of study, from 64 (100%) teacher participants 11 (17.18%), 43 (67.18%), and 10 (15.62%) teachers are from language, natural science, and social science streams (departments) respectively.

Table 4.3 Distribution of principal Respondents

General characteristics		Sample Schools							
		Mole		Bilu		Kusaye		Total	
		No	%	No	%	No	%	No	%
Sex	Male	1	100	1	100	1	100	3	100
	Female	-	-	-		-		-	
	Total	1	100	1	100	1	100	3	100
Age	21-30								
	31-40	1	100	1	100	1	100	3	100
	41-50								
	>50								
	Total	1	100	1	100	1	100	3	100
Qualification	Diploma								
	BSC/BED	1	100	1	100	1	100	3	100
	MSC/MA								
Work experience	1-5								
	6- 10	1	100			1	100	2	66.7
	11-15			1	100			1	33.3
	>16								
	Total	1	100	1	100	1	100	3	100
Field of study	Language								
	Natural science	1		1			1	3	100
	Social science								
	Total	1	100	1	100	1	100	3	100

*Key - No= number of respondents, %= percentage calculated for No*

As stated on table. 4.3above, principals were taken from the selected sample schools to collect data through interview. Three of the principals selected as sample population of principals were males.

From the 3 (100%) principals who has participated in this study, 3 (100%), are found within the age groups ranging 21-30 years old.

In addition to sex and age characteristics educational background (qualification), work experience, and field of study of the sample principals were presented. As indicated above 3 (100%) were first degree graduates. All of 3 (100%) of them are subject area graduates (like Biology, Physics, Mathematics).

#### 4.2. Presentation of Data

#### 4.3 The Advantages of Cooperative Learning

Regarding the advantages of cooperative learning, about seventeen variables were presented for the respondents to rate on the issues saying; strongly disagree (1), disagree (2), undecided (3), agree (4) and strongly agree (5). Moreover, in analyzing the results it was assumed that the mean values less than 1.5, equal and below 2.5, equal to or above 2.5 and below 3.5, equal or above 3.5 and below 4.5, and above 4.5 were respectively taken as strongly disagree, disagree, undecided, agree and strongly agree. Therefore based on the results in the mean value and average mean of each variables were computed and presented in Table 4.2 below, the analysis was presented following the table.

Table 4.4 Advantages of cooperative learning

N <sub>0</sub>	Advantage of cooperative learning	Mean		
		Student	Teacher	Average
1	It develop positive interdependence among students	3.63	3.70	3.7
2	It develops critical thinking and reasoning skills	3.53	3.70	3.6
3	It gives equal opportunity for group members to succeed	3.85	3.76	3.8
4	It develops self-esteem of group members	3.5	3.9	3.7
5	It develops team spirit and consensus building among students	3.6	3.79	3.69
6	It develops the ability to work with diversified peoples	3.5	4.02	3.76
7	It improves conflict management skills	3.55	3.67	3.61
8	It develops decision making skills	3.9	3.83	3.86
9	It improves interpersonal skills	3.81	4.03	3.92
10	It improves communication skills	3.70	3.40	3.55
11	It promote face-to-face interaction	3.43	3.63	3.53

12	It enhances academic achievement of students	3.73	3.63	3.68
13	Cooperative learning is academically more motivating	3.72	3.68	3.70
14	Cooperative learning gives equal opportunity to all students	3.95	4.03	3.99
15	Cooperative learning increases students' achievement.	3.78	3.84	3.81
16	Cooperative learning is pertinent even for teachers.	3.76	3.72	3.42
	Average Mean	3.68	3.77	3.70

The researcher has used sixteen items presented on table 4.4 to assess the advantage of cooperative learning and average mean value of respondents indicates that teachers' and students' perception as positive. For this claim the researcher has discuss each item as follows.

On item 1 about students' and teachers' responses on cooperative learning develop positive interdependence, the mean value of students' and teachers' respondents 3.63 and 3.7 respectively as well as the average mean of the two groups 3.7 indicates that both teachers and students strongly agree on that cooperative learning develop positive interdependence for students. On item 2 about students' and teachers 'responses on cooperative learning develops critical thinking and reasoning skills, the mean value of the two groups indicate that 3.53 and 3.7 respectively as well as the average mean value two groups 3.7. This also indicates that both students and teachers believe that cooperative learning develops critical thinking and reasoning skills.

Regarding to items 3 about students' and teachers' responses on cooperative learning develops self-esteem of group members, the mean value of the two groups indicate that 3.85 and 3.76 respectively as well as the average mean value two groups 3.8. This implies that both students and teachers agree that on cooperative learning develops self-esteem of group members.

Accordingly, on items 4 , 5 and 6 which states that cooperative learning develops self-esteem, develops team spirit and consensus building among students, and develops the ability to work with diversified peoples, the students' respondents" level of agreement mean score 3.53, which shows agree whereas teacher respondents mean value 3.9 which shows strongly agree. On item 7 both teacher and student respondent's level of agreement with mean value of 3.55 and 3.67 respectively and the mean average of the two respondent groups 3.61 indicate that teachers and students strongly agree that cooperative learning improves conflict management skills.



Concerning items 8, 9, 10, 11, 12, 13, 14, 15 & 16 the highest percentage of respondents' view revolves on somewhat agree, agree, and strongly agree. Although the independent analysis of each respondent group (students and/or teachers alone) shows different level of agreement on item 11, the mean value of 3.43 and 3.63 respectively indicates that they have moderate agreement.

As it is indicated in table 4.4, the student respondents' rate between 3.5 and 3.95 which pertain to 'agree' for all variables. In addition to this, teacher's respondents rate between 3.5 and 4.03 corallites. This implies that both student and teachers agree on the advantages of cooperative learning such as positive interdependence, enhance academic achievement, promote face-to-face interaction, improve communication skills, improve interpersonal skills, improve conflict management skills, develop team spirit, develop ability to work with diversified people and develop critical thinking and reasoning skills.

So as to supplement the questionnaire responses of teachers, an interview was also carried out with a supervisor and school principals. Accordingly, the interviewees were asked to elaborate how they describe the advantage of cooperative learning and its implementation. Concerning to this Principals of schools in the sample schools side that; "Although it was very important to use cooperative learning as one of active pedagogical approaches to ensure quality of education we are facing a lot of challenges. Among those factors, lack of training of teachers and lack of interest of teachers and students to accept or trust its implementation the most challenging. As solution, I expect that it is important to have detail discussion with teachers and students to have common agreement especially on its value and implementation strategies. It is also important to have reward those who involve on the program more effectively and motivating others."

One of a Principal in the other sample school also described the factors as, "unwillingness of teachers to facilitate students, to support the students" discussion through worksheets or by giving organized tasks. In addition to this, the presence of large number of students in a class is the other problem. Lack of understanding about its implementation strategies may hinder its effectiveness. However, it is not new for teachers" further trainings well enhance both teachers and students. Nevertheless, what I understand about the factors is not related to understanding problem/lack of knowledge rather I feel that it is more related to attitude problem or lack of trust and unwillingness of both teachers and students. Therefore, as a solution to improve its implementation and effectiveness, I think it is important to make more discussions to convince teachers and students and have common agreement as well as having good reward culture specifically based on the performance of tasks directly related to cooperative learning."

Furthermore, the supervisor and the rest principals have also found to provide the same reflection to the idea provided above concerning to the same question forwarded to the above interviewee. Accordingly, the interview result found from the above interviewees can be summarized that the status of the implementation of cooperative learning was low and the reason for this situation was lack of teachers' knowledge on cooperative learning rather than their attitudinal problems.

In general, based on the data collected from the different sources via different instruments regarding teachers' advantage of cooperative learning, it is possible to say that teachers have positive attitude on cooperative learning.

The practices of cooperative learning may not be free of problems. In this study, in order to indentify the problems and also to distinguish to what extent these problems are affecting cooperative learning practices, about fifteen variables were presented for the respondents to rate on the issues saying; strongly disagree (1), disagree (2), undecided (3), agree (4) and strongly agree (5). Moreover, in analyzing the results it was assumed that the mean values less than 1.8 and equal to 2.8 taken as minor problem above 2.8and equal 3.8 taken as medium problem and above 3.8, equal to 4.8 was taken as serious problem.

Table4.5 Problem in Cooperative Learning

N <sub>0</sub>	Expected problems in cooperative learning practices	Mean		
		Student	Teacher	Average
1	Lack of awareness about cooperative learning	3.72	3.68	3.70
2	Lack of student's motivation to work in group	3.73	3.63	3.68
3	Unwillingness of instructors to practice cooperative learning	3.58	3.23	3.41
4	Unequal sharing of work among group members	3.70	3.71	3.70
5	Poor coordination of group member contributions	3.81	4.03	3.92
6	Shortage of reference materials	3.57	3.92	3.74
7	Absence of clear procedure for monitoring group work	3.54	3.73	3.64
8	Too large group size	3.79	3.25	3.52
9	Lack of experiences in cooperative learning	3.95	3.47	3.71
10	Some group members dominate over the other in group	3.90	4.03	3.97

	work			
11	Shortage of time	3.89	4.02	3.95
12	Insufficient support and follow-up from instructors	4.03	3.60	3.81
13	Uncomfortable seating arrangement	4.02	3.83	3.9
14	Relevant feedback is not given on time	3.78	3.56	3.67
15	Unfair assessment result for group work	3.6	3.5	3.55
	Average Mean	3.77	3.67	3.72

On item 1 about students and teachers' responses on lack of awareness about cooperative learning, the mean value of students' and teachers' respondents 3.7 and 3.68 respectively as well as the average mean of the two groups 3.7. This indicates that both students and teachers agree on that lack of awareness about cooperative learning as medium problem in the study area. On item 2 about students and teachers responses on lack of student's motivation to work in group, the mean value of the two groups indicate that 3.73 and 3.63 respectively as well as the average mean value two groups 3.68. This also indicates that both students and teachers believe that lack of student's motivation to work in group as medium problem.

Concerning to items 3 about students' and teachers' responses on Unwillingness of instructors to practice cooperative learning, the mean value of the two groups indicate that 3.58 and 3.23 respectively as well as the average mean value two groups 3.41. This implies that both students and teachers agree on that unwillingness of instructors to practice cooperative learning as medium problem.

Accordingly, on items 4, 5 and 6 which states that unequal sharing of work among group members, poor coordination of group member contributions, Shortage of reference materials, the students' respondents' level of agreement mean score 3.69, which indicates as serious problem whereas teacher respondents mean value 3.88 which indicate serious problem. On item 7 both teacher' and student respondent's level of agreement with mean value of 3.55 and 3.67 respectively and the mean average of the two respondent groups 3.61 indicate that teachers and students also indicate that absence of clear procedure for monitoring group work as medium problem.

As indicated in table 4.5, from about fifteen expected problems in cooperative learning both students and teachers rated as 'serious problems' on item number 5, 10, 12 and 13 with average mean value of 3.9, 3.97 and 3.81 and 3.9 respectively. This implies that poor coordination of group member,

dominance of some group members over the other in group work and Shortage of time, insufficient support and follow-up from instructors are the major problems hindering the practices of cooperative learning.

However, instructor’s responses are “undecided” with regard to whether Unwillingness of instructors to practice cooperative learning (mean 3.23) and too large group size (3.25). This might be due to the limited experiences and lack of deep understanding about the problem in cooperative learning practices.

#### 4.6. Teachers practice of Cooperative Learning

To assess to what extent cooperative learning method are practiced in classroom instructions, the researcher developed observation checklist. The observation checklist had three parts. The first part presents about classroom conditions of the schools being observed, the second part presents activities that are expected to be accomplished by teachers and the final part is about students’ activities. In order to evaluate teachers’ practice of cooperative learning, the results of the three sections of the observation checklist were compiled and presented in the tables below.

Table 5.General classroom conditions

No	Items	Yes	%	No	%
1	Seats are suitable to employ cooperative learning.	6	37.5	10	62.5
2	The scene/ background of the classrooms are suitable for cooperative learning.	4	25	12	75
3	There is enough space to move in classroom for the teacher.	6	37.5	10	62.5
4	Students in the classroom are small enough for group task	9	56.23	7	43.75

As depicts in the above Table 5, the data obtained from classroom observation describe that 43.75 % and 75% of the observation result indicate that the arrangement of seats and the back ground of classrooms respectively did not support the implementation of cooperative learning. Similarly, in the classrooms being observed, 62.5 % of the observations showed that there was no enough space for teachers to move and monitor every group’s activity. Regarding availability of seats, there were

enough seats though they were not arranged in a way suitable to implement cooperative learning. Similarly, the numbers of students were manageable (there were about 40 up to 50 students in each classroom room being observed)

Similar to the data obtained via observation, in the open-ended items, teachers complained that classroom conditions were not supportive for the proper implementation of cooperative learning. It is commonly known that making classroom conditions supportive and attractive for cooperative learning implementation is inseparable to meaningful instruction. However, the data from teachers indicates that teachers were not discharging their classroom roles that include making classroom conditions supportive for effective implementation of cooperative learning.

To sum up, the classroom conditions of the schools being observed were not supportive to implement cooperative learning. In addition, though there were enough seats, it was placed randomly. Teachers neglected to arrange students' seats in the way suitable to accelerate the implementation of cooperative learning.

Table 5.1 Students' activities

No	Items	Yes	%	No	%
1	Students are sharing roles equally.		0	16	100
2	students are playing their roles effectively	1	6.25	15	93.75
3	Students are demonstrating what they discussed in their groups	2	12.5	14	87.5
4	Students are open and honest in dealing with the entire group.		0	16	100
5	Students express willingness to cooperate with the other group members	2	12.5	14	87.5
6	Use their time effectively during cooperative learning.	2	12.5	14	87.5

The observation result of the above table shows that students were not playing the activities that they were required to play. Group activities were dominated by few students. The majority of the students were simple listeners. The main reason for their poor participation may be due to failure of their teachers to allocate responsibilities equally among the students and failure to form groups from the different achievement levels (lower achievers, medium and higher). In the classes being observed

group members were established according to students' seats. This is to mean that ability heterogeneity of students which is the most basic while forming cooperative teams was neglected.

In general, researcher's observation and experience indicate that teachers simply order students to discuss the activities either in pairs or in groups without telling them how they should discuss and what they should say while they are discussing together.

Similarly, what teachers did was also opposing with the literature that reads teachers should organize the groups so that students are mixed as heterogeneously as possible, first according to academic abilities, and then on the basis of ethnic backgrounds, race, and gender. Students should not be allowed to form their own groups based on friendship. When groups are maximally heterogeneous and the other essential elements are met, students tend to interact and achieve in ways and at levels that are rarely found in other instructional strategies (Stahl 1994).

Table 5.2 Teachers' activities in practicing cooperative learning

No	Items	Yes	%	No	%
1	Organizing the class for cooperative learning implementation	4	25	12	75
2	Holding a facilitating role.	4	25	12	75
3	explaining the objectives of the activities	5	31.2	11	68.75
4	Practicing variety of cooperative learning.	3	18.7	13	81.25
5	Letting students to cooperatively interact each other.	2	12.5	14	87.5
6	Equally sharing responsibilities among students.	2	12.5	14	87.5
7	Helping Students to develop positive interdependence.	7	43.7	9	56.25
8	Forming heterogeneous in ability cooperative groups.	0	0	16	100
9	Utilizing the essential elements of cooperative learning.	0	0	16	100
10	Providing directions on how to work cooperatively.	4	25	12	75
11	Instructors give awareness about the value of cooperative learning	2	12.5	14	87.5
12	Instructors organize groups based on academic performance of students	1	6.25	15	93.75
13	Instructors give clear responsibility for each group members	2	12.5	14	87.5
14	Instructors frequently check the contribution of each group member	5	31.2	11	68.75

On item 1 about organizing the class for cooperative learning implementation, the observation result indicates 75 % observed sessions; teachers were not organizing the class for cooperative learning

implementation. Concerning item 2 about holding a facilitating role, the observation result indicates 75 % observed session indicate that teachers were not holding as facilitator. This indicates teachers were using traditional teaching method. Similarly, on item 3 about explaining the objectives of the activities, the observation result indicates that 68.75% observed class; teachers were not explaining the objectives of the activities.

Regarding items 8 and 9 about forming heterogeneous in ability cooperative groups and utilizing the essential elements of cooperative learning, almost all of the observed session did show that teachers were not forming heterogeneous in ability cooperative groups as well as not utilizing the essential elements of cooperative learning. In addition to this concerning items 4, 5 and 6, about Practicing variety of cooperative learning, letting students to cooperatively interact each other and equally sharing responsibilities among students, the average result of three item indicate that 85.4% of the observed sessions did show that were not practicing variety of cooperative learning, letting students to cooperatively interact each other and equally sharing responsibilities among students.

Generally, above result indicates the greater parts of the activities which are expected to be undertaken by the teachers were not accomplished. That is, 100% of the observed sessions did show that teachers were not employing the essential elements and characteristics of cooperative learning, such as heterogeneous ability grouping, equal responsibility sharing, organizing the class for cooperative learning implementation, and practicing variety of cooperative learning.

Furthermore, the observation result indicates that almost all teachers emphasized the teacher-centered (lecture method) teaching style. This indicates that students are not given the opportunities to interact among themselves. From the above listed ideas, it is possible to understand that teachers underwent their teaching and learning process in opposing to, if not, different from the principles of cooperative learning. Therefore, it can be assumed that teachers are not only failed to implement cooperative learning but also lack the basic skills of forming cooperative teams.

An interview conducted with a supervisor and the principals pointed out that lack of training on cooperative learning was a major reason for the failure of teachers to practice cooperative learning in classroom instructions. Additionally, teacher respondents reiterated that absence of training on cooperative learning was a major cause for their failure to implement cooperative learning in classrooms and subsequently recommended that training must be provided for teachers to avoid the problem. From this idea, we can imagine the extent to which training affects teachers' knowledge and implementation of cooperative learning in the real teaching and learning process

## CHAPTER FIVE

### SUMMARY, AND RECOMMENDATION

This chapter presents the summary, conclusion and recommendations of the study. Firstly, a summary of the study and the major findings are made. Secondly, conclusions of the fundamental findings are drawn. Lastly some possible recommendations are forwarded on the basis of the findings of the study.

#### 5.1 Summary

The main objective of this study was to assess the practices of cooperative learning in Mancho Woreda secondary schools. The study was conducted in three secondary schools. About 322 participants from students, teachers, and principals were involved in the study. Questionnaires, classroom observation and interviews were employed to collect valuable data for the study. Based on the both quantitative and qualitative analysis of data the researcher has set the following findings.

The main purpose of this study was to assess the practices of cooperative learning in Mancho Woreda secondary schools. To achieve this aim, the following three basic research objectives were raised.

To identify the current status of cooperative learning practices in secondary school.

To distinguish the major determinant factors affecting the practices of cooperative learning in study

To find alternative strategies used to improve the cooperative learning practices in Secondary schools.

.To achieve this objective, descriptive survey was designed to get the general picture on the practices of cooperative learning and the challenges that face in practicing cooperative learning in the classroom and to find out how the challenges managed in the classroom during cooperative learning. The study was conducted in 3 (three) secondary schools, Mole, Bilu and Kusaye secondary schools.

Active learning in general and cooperative learning in particular can make learning effective and interesting if it is applied in a systematic approach and well-planned manner. Cooperative learning by itself does not bring improvements in learning unless it is implemented properly. What makes it fruitful is the way we practiced and overcome its challenges.

The study indicated that most of the teachers and students respondents have positive on the value of cooperative learning. However, in the actual classroom observation and interview they failed to practices cooperative learning activities and rather they tend to practices teacher-centered teaching-



learning. To assure this idea students' roles like positive interdependence, doing cooperatively, taking responsibility, were unobserved activities.

Similarly, teachers were not effective because some major roles like facilitating and controlling, making heterogeneous grouping, summarizing the lesson were not observed in the classes. Therefore, the teachers were not effective since they couldn't identify their major roles properly. Students' also lack interest and use passive style of learning, this hindering the practice of cooperative learning in classroom. In relation to challenges that hinder the implementation of cooperative learning, instructors' lack of opportunities to get cooperative learning training and their preference to traditional method of teaching was found to be one of the major problems. Among others, lack of enough support from school leaders (principals and supervisor) was very difficult. Additionally, the material which could be used in class was only a lecture note used dominantly. The principals' and supervisor' interview and classroom observation assured this through their response.

## **5.2.Major Findings**

### **A. Practices of cooperative Learning**

The analysis of the data obtained through questionnaire, classroom observation and interview confirmed that:

The extent of the practice of cooperative learning in the sample schools was found to be low. This was further confirmed by the following findings:

Teachers did not give individual responsibility (responsibilities were not shared equally among the students).

It was found that the majority of the teachers did not know the essential elements of cooperative learning

The classroom conditions of the schools being observed were not supportive to implement cooperative learning.

Groups were formed based on students' seats (heterogeneous ability grouping was not considered).

Group activities were dominated by few students

The current awareness of instructors and students are not up to the expectation.

### **B. Classroom conditions**

The result of the study shows that the arrangement of seats and the back ground of classrooms of the schools being observed were not supportive for the implementation of cooperative learning. Furthermore, it was also founded that teachers did not arrange seats in the way supportive to implement cooperative learning. Students' seat was placed randomly.

### C. Problem in cooperative learning

Concerning the overall factors that hinder the implementation of cooperative learning, poor coordination of group member, dominance of some group members over the other in group work and Shortage of time, insufficient support and follow-up from instructors are the major problems hindering the practices of cooperative learning.

Similarly, concentration of school principals to use different strategies to facilitate the participation of teachers and students and its implementation is the other factor. Moreover, the group arrangement and monitoring and evaluation gaps are factors of cooperative learning.

### **5.3. Conclusions**

The study has presented various aspects of cooperative learning practice focusing on its practice of cooperative learning method and factor hindering its implementation. Based on the analysis of both quantitative and qualitative data, the researcher has drawn the following conclusions for the improvement of the practices of cooperative learning.

1. The finding of the study revealed that cooperative learning is important to improve the academic achievement and social skills of students.
2. Implementation of cooperative learning has been found low and how students perceive each other and interact with one another is a neglected aspect of instruction. Hence, the researcher believes unless teachers get training, it is a challenge for them to be ready with the necessary assumptions of cooperative learning that enable them implement cooperative learning effectively. Therefore, adequate training time should be devoted to explain teachers with how and when to effectively implement cooperative learning in classroom instructions.
3. The result of this study revealed that the classroom condition was not arranged in the way to facilitate cooperative learning. It was also observed teachers formed cooperative groups based on students' seats. This affects the assumption of cooperative learning. Hence, teachers should be aware of the impact of classroom conditions and grouping mechanisms on students' meaningful learning.

Therefore, the first step of learning should be arranging classroom conditions in the way suitable to implement different kind of cooperative learning, and forming heterogeneous ability grouping should also be given due emphasis.

4. In this study it was found out that under cooperative learning: group discussion in the class-room and paper based group assignment are mostly practicing. This contributed for unwillingness of teachers and students to continue practicing this limited aspects of cooperative learning.

5 .The analyses of the questionnaire items filled by teachers indicate that almost all of the participants seem not to have a clear view point about cooperative learning. Similarly, the data collected through interview from a supervisor and the principals and some open ended questionnaires from the teachers indicates that almost all participants did not know why and how to implement cooperative learning in classroom instructions. Thus, it can be possible to conclude that teachers of the sample schools seem to lack the basic knowledge, skills and experiences of cooperative learning.

6 Concerning to training, it was founded that teachers did not get any training about cooperative learning as a result their knowledge and practice has been greatly affected. Therefore, it can be concluded that, because of lack of training on cooperative learning, teachers appeared to have inadequate knowledge of cooperative learning.

#### **5.4. Recommendation**

Based on the findings of the study, the researcher would like to forward the following recommendations for the improvement of the practices of cooperative learning.

1. An appropriate support should be provided by concerned bodies (principal, supervisor, and concerned body) need to train teacher and students to create awareness on the concept of cooperative learning and how to convert those concepts into practical. The teachers should develop an efficient and effective mechanisms to assess students' cooperation rather competition and following up its progress. Instructors also give marks on the basis of the individual learning of all group members; that is, the average scores on quizzes which the student shares without teammates help. In order for the team to succeed, all the team members must have learned so that one or two students do not do all the work.

2. Implementation of cooperative learning has been found low and how students perceive each other and interact with one another is a neglected aspect of instruction. Hence, the researcher believes unless teachers get training, it is a challenge for them to be equipped with the necessary assumptions

of cooperative learning that enable them implement cooperative learning effectively. Therefore, adequate training time should be devoted to acquaint teachers with how and when to effectively implement cooperative learning in classroom instructions.

3. There should also be a strong monitoring and evaluation systems on not only groups but also individual teachers and students' performance.

4. Teachers should have strong and continuous monitoring of the students performance not only as the group but also as the individual members. In addition to this, teachers should assess the students work as a group and individual and give feedback on the mark.

5. Reward and re-enforcement procedures should be cultured based on their performance at school level.

6. Cooperative learning group formations should focus on the existing performance of students rather than using the seating.

7. Principals should try their own best to consider the student-classroom ratio as well as seating arrangement of students. Classrooms should have space for teachers to move freely to facilitate the students' discussion.

8. School principals and supervisors (experts) should take practical actions to change the implementation gaps and to seat solutions for existing challenges of cooperative learning practice in secondary schools.

9. Finally, the researcher recommends that further investigations on monitoring and evaluation system of supervisors and principals, access of materials needed to practice cooperative learning method in regular class, and the rewarding and re-enforcement procedures and its role for effectiveness cooperative learning method.

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**Appendix “A”**  
JIMMA UNIVERSITY  
COLLAGE OF EDUCATION AND BEHAIVORAL SCIENCE  
DEPARTMENT OF TEACHER EDUCATION AND CURRICULUM STUDIES  
QUESTIONNAIRE TO BE FILLED BY RESPONDANT

Dear Respondents

I am a post graduate student pursuing a Master Degree in Curriculum and Instruction at Jimma University. I am conducting a thesis proposal on the practices of cooperative learning method in government secondary schools of Mancho Woreda. This questionnaire is prepared to collect necessary data to assess the practices of cooperative learning in government secondary schools of Mancho Woreda. The items focus on the advantage of cooperative learning practices, problems in cooperative learning, implementation of cooperative learning, as well as factors affecting the implementation cooperative learning. Since the success of this study is the result of the data gathered from the respondents’, you are required to fill all items carefully and honestly. Please; indicate your degree of agreement by putting “tick mark” (√) in one of the boxes.

If you have any problem, please do not hesitate to contact the researcher who is available at

Thank you for your cooperation in advance

Strongly agree= 1, Agree =2, Disagree =3, strongly disagree= 4

Part I: Background Information

1. Sex: - Male \_\_\_\_\_ Female \_\_\_\_\_
2. Age: - A. 15-30      B.31- 40      C.41-50      D. >50
3. Educational background    A. BSC/BED      B. MSC/MA    C. Diploma      D .others
4. Grade level thought    A .9    B. 10
4. Experience    A. 1 - 5    B. 6 - 10    C.11- 15    D. >16
5. School Name \_\_\_\_\_
6. Field of study (stream) or Subject you are teaching \_\_\_\_\_

Ali Mohammad

Thank you for your volunteer cooperation



Part I. Advantage of Cooperative Learning

INSTRUCTIONS: 1

Statements are listed below. They are prepared to assess your advantage of cooperative learning. Please read them carefully and give your appropriate response to each item. Your responses could vary from “Strongly Agree” to “Strongly Disagree”. Use an (√) mark to give your responses.

Key to numbers:

5. Strongly Agree. 4. Agree 3. Undecided 2. Disagree 1. Strongly Disagree

No	Items	5	4	3	2	1
1	It develop positive interdependence among students					
2	It develops critical thinking and reasoning skills					
3	It gives equal opportunity for group members to succeed					
4	It develops self-esteem of group members					
5	It develops the ability to work with diversified peoples					
6	It develops team spirit and consensus building among students					
7	It improves conflict management skills					
8	It develops decision making skills					
9	It improves interpersonal skills					
10	It improves communication skills					
11	It promote face-to-face interaction					
12	It enhances academic achievement of students					
13	Cooperative learning is academically more motivating					
14	Cooperative learning gives equal opportunity to all students					
15	Cooperative learning increases students’ achievement.					
16	Cooperative learning is pertinent even for teachers.					

17. Please state anything else you would like to mention about the advantage of cooperative learning \_\_\_\_\_

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18. Write down some cooperative learning strategies that you are familiar with.

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**PART. II PROBLEM IN COOPERATIVE LEARNING**

**INSTRUCTIONS: II**

Items related problems in cooperative learning practices in classroom instructions are provided below. Please read them carefully and give proper responses for each item. Your responses could vary from “Strongly agree” to “strongly disagree”. Put an (√) mark to indicate your reaction to each of the statements.

5 = Strongly Agree 4= Agree 3= Undecided 2= Disagree Agree 1= Strongly Disagree

N0	Items	5	4	3	2	1
1	Lack of awareness about cooperative learning					
2	Lack of students motivation to work in group					
3	Unwillingness of instructors to practice cooperative learning					
4	Unequal sharing of work among group members					
5	Poor coordination of group member contributions					
6	Shortage of reference materials					
7	Absence of clear procedure for monitoring group work					
8	Too large group size					
9	Lack of experiences in cooperative learning					
10	Some group members dominate over the other in group work					
11	Shortage of time					
12	Insufficient support and follow-up from instructors					
13	Uncomfortable seating arrangement					
14	Relevant feedback is not given on time					
15	Unfair assessment result for group work					

16. Please write down anything else you would like to say about your attitude toward cooperative learning

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PART THREE.III

General Directions.

This checklist is designed to obtain information regarding the practice of cooperative learning in classroom situations. It is used to examine to observe the front line practitioners' activities in the school.

PART I: GENERAL INFORMATION

School observed: \_\_\_\_\_ Date: \_\_\_\_\_

Class observed: Grade \_\_\_\_\_ Time \_\_\_\_\_ topic of the lesson \_\_\_\_\_

Number of students in class: \_\_\_\_\_

PART II: PHYSICAL SETTINGS

Instruction: Please read the items, and Put an (√) mark in the box that is correct about the physical settings of the school observed.

No	Items	Yes	No	Remark
1	Seats are suitable to employ cooperative learning.			
2	The scene/ background of the classrooms are suitable for cooperative learning.			
3	There is enough space to move in classroom for the teacher.			
4	Students in the classroom are small enough for group task			

What do you say about the background of your school to implement cooperative learning?

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Teachers' activities

No	Items	Yes	No	Remark
1	Organizing the class for cooperative learning implementation			
2	Holding a facilitating role.			
3	explaining the objectives of the activities			
4	Practicing variety of cooperative learning.			
5	Letting students to cooperatively interact each other.			
6	Equally sharing responsibilities among students.			
7	Helping Students to develop positive interdependence.			
8	Forming heterogeneous in ability cooperative groups.			
9	Utilizing the essential elements of cooperative learning.			
10	Providing directions on how to work cooperatively.			
11	Teachers give awareness about the value of cooperative learning			
12	Teachers organize groups based on academic performance of students			
13	Teachers give clear responsibility for each group members			
14	Teachers give challenging questions that leads to hot discussion and debates			
15	Instructors frequently check the contribution of each group member			

Students' activities

No	Items	Yes	No	Remark
1	Students are sharing roles equally.			
2	students are playing their roles effectively			
3	Students are demonstrating what they discussed in their groups			
4	Students are open and honest in dealing with the entire group.			
5	Students express willingness to cooperate with the other group members			
6	Use their time effectively during cooperative learning.			

**APPENDEX “B”**  
JIMMA UNIVERSITY

COLLAGE OF EDUCATION AND BEHAIVORA SCIENCE

DEPARTMENT OF TEACHER EDUCATION AND CURRICULUM STUDIES

INTERVIEW GUIDES TO SCHOOL DIRECTORS AND SUPPERVISORS

General Directions

I am post graduate student at Jimma University. The purpose of this interview is to gather information on the cooperative learning practices. Hence, to make the study Complete your honesty reaction is highly desirable. You are, therefore, kindly requested to give genuine information. Be also informed that the response you give is only for study and it will be kept confidential. Remember that the truthfulness of response you give contributes a lot to the success of the study. You do not write your name.

Thank You In Advance

- 1 .What challenges do you absorbs during implementation of cooperative learning practices?
2. How could these challenges be overcome in order to improve the implementation of cooperative learning?
3. What can you say about the level of awareness and attitude of teacher in implementing cooperative learning practices?
4. .How do you evaluate the knowledge of teachers toward cooperative learning?